

SEP 28 1937

School Activities

An Approach to Extra-Curricular Activities

H. V. Perkins

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**A Program for Extra-Class Activities for a
State Teachers College**

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Student Day in Big Rapids High School

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Girl Scout Training as an Approach

Anne L. New

**A Case for the Adoption of the Unicameral
Legislature**

Harold E. Gibson

Looseleaf Handbooks

J. Frank Faust

A Bit of Coaching Philosophy

Virgil B. McCain

How We Do It

School Clubs

Stunts and Program Material

Parties for the Season

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School Activities

The National Extra-Curricular Magazine

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As the Editor Sees It

Last spring the Student Council of Ponca City High School, with the cooperation of the local luncheon clubs, the American Legion, and the National Youth Administration, sponsored its second high-class, two-day, "Guidance and Leadership course," for students of Northern Oklahoma high schools. Need a worthy and profitable council project? Why not try this?

Florida's "one-armed bandits" (slot machines) were put out of business on October first. Congratulations, Florida! In this one state the players were dropping \$60,000,000 a year. For those of you in less enlightened states, a campaign of education on the stupidity of playing represents highly appropriate instruction.

In a Brooklyn high school it was discovered that 94 per cent of the students read the daily papers. Yes, tabloids are popular, but the most newsy one is at the top of the list and the most slushy one is at the bottom.

We believe that it is about as reasonable to select members of the football team, publications staff, or dramatic cast on the basis of their I. Q. as it is to classify home room members on this basis. The home room is no more a mental setting than is any one of these others mentioned. Rather, it is largely a social environment. It is to be regretted that this I. Q. idea "slopped over" into the home room. And it is to be hoped that the home room will soon be "deslopped" of it.

A new all-time high accidental death rate during 1936, costing an average of \$101 a person—a total of one-seventeenth of the nation's income—and yet safety education continues to have a tough time getting into our bookish, stilted, and little-related-to-life curriculum.

Dr. D. M. Allan of Hampden-Sydney College recently told the Virginia Academy

of Science how he had improved the average grades of college students from 2 to 16 points by means of suggestions spoken while they were in a hypnotic state. If this practice is so helpful, let's extend it to include school administrators, teachers, board members, and patrons, as well as authors and editors.

The University of Missouri Committee on Intercollegiate Activities believes that it IS possible for spectators to enjoy a football game without the benefit of liquor, and has passed a ruling forbidding intoxicants at its athletic events. Ushers and special police will enforce this order. Fine business, Committee!

And while we are on athletics. "The average football scholarship (sic) runs about \$1,000 a year (states a recent All-American) and to earn this the player must practice at least eight hundred hours." So it would appear that the wage scale of a dollar and a quarter an hour for amateur football playing compares rather favorably with those in professional plumbing, electricity, painting, plastering, carpentry, and similar skilled trades.

Scheduling extra-curricular activities in advance is as logical as the dates for examinations, report cards, supplies, holidays, and other curricular items. And at the Ambridge, Pennsylvania, Senior High School, this is done. Every possible assembly, home room, class, and staff meeting, student election, and dramatic, social, and athletic event, is included in a detailed mimeographed calendar prepared by Principal N. A. Smith and his faculty. Such a plan not only makes for fewer conflicts, but also for improved activities.

North Dakota now joins Wisconsin and Minnesota in making military training in its land grant colleges voluntary. Public opinion is being heard.

School Activities

An Approach to Extra-Curricular Activities

H. V. PERKINS

Principal, Boulevard School, Cleveland Heights, Ohio

ACTIVE PUBLIC school administrators are aware of the successive emphasis upon different phases of learning commonly called fads. Even conservative educators recognize the value urged for specific school procedures, so that the passing of each mis-called fad leaves a residue of enriched school practice. To incorporate these better practices in a school program without loss of previous growth is a recurring problem to educators. The expanding current literature devoted to extra-curricular school activities indicates increasing attention to such phases of learning in public schools.

The elements from a broad array of extra-class activities that are to be added to a school program already taxing the length of the school day, and the energy of its personnel should be chosen in relation to each individual school. Thus may we capitalize the unique opportunities in each school environment.

Each such choice depends upon three aspects of the school situation: (1) the type of school organization, (2) opportunities provided by the curricular offerings and the school plant, and (3) the needs of the pupils.

School Organization. In general the class group is the administrative unit, whether a school assigns teachers to departmental instruction or provides only one who guides the learning of a group of children in all subjects offered. In the departmentalized school the home room or roll room is the device by which such matters as attendance, reports, choice of subjects, and other administrative necessities are met much as they are in the individual class of a non-departmentalized school. But in both types of organization social needs of the children are satisfied more or less effectively in the class or home room under guidance of the teacher in charge.

The means used by a home room teacher and her class to stimulate and guide desirable social growth of the children is usually an extra-curricular activity. The departmentalized schedule often provides a regular time for this sort of group activity, while in the school assigning one teacher to present all subjects to a class these social needs may be met in a less formal manner.

Although many suggestions for the use of home

room groups are included in published articles, they may be difficult to apply in solving the problems presented by specific classes. However, since most teachers are responsible for the social guidance of at least one group of children, realization of values obtainable from the non-academic social activities of children in home room meetings offers a continuous challenge to educational leadership.

Allotment of time beyond that needed to meet administrative requirement could yield some of the values ascribed to clubs and other forms of extra-curricular organization. Where club programs are organized on the semester basis, an expansion of the home room program should extend the influence of teachers who know the children better than do club leaders, whose contacts with many children are inadequate to effective guidance. A home room teacher may be more sensitive to the evolving interests of her group and may help them to plan a program of activities that will yield a richer and more varied experience than many children secure from routine alliance with successive clubs. However, in schools where the home room group and home room meetings are regarded merely as administrative necessities and disciplinary liabilities, the more valuable educative possibilities may wait upon supervisory leadership.

Curricular Opportunities. The exploratory values urged in support of a club program may be an indictment of the current teaching of academic subjects. Simple dramatic interpretation has found a place in the teaching of English language and literature for decades. May it yet be used to leaven the less stimulating presentation of drill facts and skills? Might some attention to dramatic programs in all or in a majority of English courses reduce the demand for dramatic clubs to the minority of pupils who are talented in dramatic art?

Are the courses in theoretical mathematics, on the defensive in many schools, without justification? Is the specter of college entrance the most important argument for high school mathematics, and the bogey of later need the spur to unintelligent effort to find a way through little used exercises in arithmetic? Surely the educational val-

ues of this subject would not be destroyed if school arithmetic were limited to processes actually needed in the daily life of most people and if all levels of mathematical instruction in the public schools were illuminated by some incidents illustrative of the racial struggle to control the environment through computation. Such historical high lights might be presented much as they would be in the program of a Math Club.

Do children regard history as the inanimate record of a deceased past, or are the social, economic, and political demands of earlier times the recognized causes and results of historical incidents? Foreign language teachers whom we appreciate are those who skillfully reveal the beauties of a rich culture, though much class effort is spent upon irregular verbs, prose composition, and vocabulary drills. While children acquire the tools for learning through drill in repeated accurate use, the broadening educative experiences for children or adults are those through which they learn to recognize and appreciate significant relationships. Such appreciations may result from exploratory activities in the regular teaching of academic subjects.

Just as the vicarious exploratory possibilities are limited by the curricular offerings of the school, so do the number, types, and equipment of special rooms and the character of the school plant govern the variety of experiences open to pupils. Occasionally a school of only moderate size needs three or four gymnasiums, though few buildings have more than one and many have none. The number of stages suitable for dramatic activity controls the extension of compelling dramatic experience to pupils. Types of shops and laboratories are limiting factors in relation to which extra-curricular as well as curricular offerings must be planned.

Most teachers and the great majority of parents are convinced that classes are the main business of children in school. It is possible that the recent emphasis upon extra-curricular activity makes a new demand upon teachers not ready for it and has opened to children a new type of activity that they are eager to embrace. Is it not possible that more effective teaching or regular classes will not only reduce the distracting influence of an *extra-curricular* but will enhance the value and importance of the main business of the school and relieve the teaching corps of burdensome additions to their already full loads?

Pupil's Needs. Without attempting to list all the needs of individual pupils which the school is expected to meet, the following are illustrative:

Stimulation to mental effort and growth.

Practice in group living, which includes prac-

tice in leadership and in loyal followership, group planning to achieve social purposes, and the solution of problems met in the struggle for group attainment.

Discovery of challenging objectives which stimulate children to individual achievement.

Acquisition of social poise.

Opportunity for physical play.

Of these needs the school traditionally expects to supply the first, but progressive educators are aware of those listed above and of many others equally vital. Their efforts to meet these increasingly apparent and baffling demands are reflected in the growing curricular and extra-curricular offerings of the public schools.

Another stimulus to the expansion of educational opportunities in particular schools is the description of "programs" of activities in current educational literature. One method of putting such a feature into operation is to adopt it administratively, impose it upon the school, and assume that it will thereafter provide an enriched educational environment of optimum value. Since schools may differ in character of personnel, equipment, and in environment, there is some reason to believe that the extra-curricular offerings should be planned in relation to the local school situation and then launched by means of effective preparation of teachers and pupils.

Summary. If any reader misinterprets the preceding paragraphs as in any sense a condemnation of school procedures in general, whether curricular or extra-curricular, the writer desires to correct such an impression. Rather is it a plea to conserve the gains of previous growth, extending them judiciously through whatever types of extra-curricular activity appear needed in the local school situation. Fretwell* insists that the extra-curricular program extend and enrich curricular offerings. If we achieve this desirable result, the exploratory phases of academic subjects may well receive careful scrutiny and experimental use before planning one or more elements of an extra-curricular program.

Since practically every teacher is responsible for the guidance of children in social behavior, the improved effectiveness of the home room period in the development of children may well form a major objective in the extension of extra-curricular activity. After encouraging gains in classroom teaching and home room guidance are noted and functioning satisfactorily, other activities may be added as demand or need dictates. In some schools a newspaper, a club program, some form of student government, assemblies, athletics, or

(Continued on page 103)

Internes in Citizenship

EDGAR G. JOHNSTON

Principal of the University High School, Ann Arbor, Michigan

A luncheon address before the National Association of Student Officers and the National Conference on Student Participation in School Administration, Detroit, July 1, 1937.

I HAVE A FEELING that no meetings scheduled in conjunction with this national convention are so important as those represented by this organization. In other places we are told how education ought to be motivated, how pupils should be given opportunities to participate, what student leadership ought to be. Here is the one place in the convention where student initiative is not only preached but practiced, where politics are not decided *for* but *by* the school generation. The increasing momentum of the student government movement is an encouraging sign. The student of medicine may not practice his craft until he has demonstrated command of medical knowledge and skill as an interne. It is appropriate for the young citizen to experience a similar period of preparation. As student leaders you are serving your civic internship.

We do not ask ourselves frequently enough, either as a nation or as individuals, what a high school education is really for. Each year the American people spend more than two billion dollars in support of public schools. This national enterprise involves almost twenty-five thousand high schools, a quarter of a million teachers, nearly six million pupils. That represents a very large national investment and it seems a matter of just ordinary horse-sense to raise the question as to what dividends are received from this investment and whether it is worth the cost. What is a high school education for? It is not to be measured solely in terms of facts amassed. If that were to be the only measure applied, it would be less expensive for your board of education to buy each an encyclopedia. Most of you have had a happy time, I hope, during your high school years. The associations with your classmates have been pleasant; you have amassed some interesting information; you have participated in student activities which have proved enjoyable and satisfying. All this has been worthwhile but it does not sufficiently justify the expenditure that has been made. We could find much cheaper ways as a nation to keep the youth of high school age agreeably entertained.

We used to hear a lot about the financial value

of a high school education and see figures purporting to prove that salaries of those who had attended high school were so many hundred dollars in advance of grade-school graduates and that averages for each year of college attendance surpassed those attained by students who had attended a shorter time. Many well-meaning teachers and principals urged pupils to continue education on the basis of this argument. They were undoubtedly sincere in doing so, but I am afraid that they unconsciously misled many trusting students. While there are some positions which demand special kinds of training, and unquestionably vocational success has some relation with education, it is probable that our statistics illustrated the fallacy of "*post hoc ergo propter hoc*." That is, we argued a cause and effect relationship that didn't exist. Those who had economic advantages also went farther in school. The absurdity of the kind of reasoning which makes schooling and salary a matter of cause and effect was illustrated a few years ago by a practical joker who collected statistics of the number of years of Latin which various high school students had studied and the figures of their parents' salaries. The writer then drew the interesting conclusion that the best way to raise your father's salary was to take more Latin. No, the justification of public education will not be found in selfish aims or individual advantage. Even if our rosy statistics had been true, we cannot justify everyone in order to make possible some special advantage for a few.

The true purpose of public education has never been more clearly conceived than by the founders of the American Republic—Washington, Jefferson, Adams, Franklin. You will recall Washington's statement in his Farewell Address: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." The founders of our republic saw education as a bulwark of democracy and a safeguard to the democratic institutions they had fostered. We are meeting in this convention today in what was once part of the Northwest Territory. When this section was still a wilderness of uncut forest inhabited only by Indians and wild animals, our

pioneering forefathers envisioned here a great civilization. In their planning for it they included provision for education as a cornerstone of the structure they would build. In the famous ordinance which provided for this territory they made very clear the purpose which, in their judgment, public education should perform: "Schools and the means of education shall forever be encouraged for *good government and the happiness of mankind.*"

"Good government and the happiness of mankind" depend primarily upon citizens who are intelligent about the problems which they must face, who have a sense of loyalty and responsibility toward that government of which they are a part, and who have had some practice in working cooperatively toward the solution of problems. The high school which I attended failed almost completely to realize this responsibility or to do anything very intelligent about it. It was rather typical of the high schools of a generation ago, and I am afraid the same attitudes can be found in a good many schools today. There was no student council, no active home room organization, almost no partnership of pupils in carrying on the activities of the school. That school seemed to feel that its responsibility for "good government" had been fulfilled when each of us had been exposed to a one-year course in what was called Civil Government. The course was almost entirely one of memorizing facts about the officers and governmental organization of Pennsylvania and the United States. I learned the qualifications for a United States senator and a Pennsylvania legislator, the requisite age for each type of office, the number of members in the legislature and the salaries of each. There was much more we learned—we even learned to name the counties of Pennsylvania alphabetically. These facts we learned very thoroughly, for the teacher of the class was known as a strict taskmaster, and it went hard with the student who could not give back these facts on examination. Outside of class we thought of this teacher as a pretty good scout. I used to go rabbit hunting with him on Saturdays—out of season—and it never occurred to either of us that there was any connection between Civil Government and respect on our part for the game laws of Pennsylvania.

This was in Pennsylvania twenty-five years ago, but I have a suspicion that there are schools today where the preparation of pupils for the duties, responsibilities, and rights of citizenship haven't progressed very much beyond the stage represented in that high school. There are still schools where pupils learn facts about government and dates of history but are led to no un-

derstanding of their duties and responsibilities as citizens and given no opportunity to practice responsible self-government in their schools.

How absurd this is might be illustrated by a hypothetical swimming course to be introduced in high school. The course would require no laboratory, no swimming pool, no trips to a nearby lake or river. This would be no easy practical course. We would study about some of the great swimmers of history—not at the Olympic games, that is entirely too recent. We would read how Leander swam the Hellespont, of Jonah and the whale, of that famous standard-bearer of the Tenth Legion who leaped into the water and swam toward the enemy, setting an example of bravery for his comrades. Ancient history is full of incidents which might be used to embellish such a course. It must have a scientific point of view, so we would study the displacement of the human body in water, the number of foot pounds of energy required to swim a hundred yards. We could include some excellent and intriguing problems of mathematics about A swimming upstream when the current is five miles an hour and B swimming down, and if they start five miles apart how long will it take them to meet. We would have no instruction in the various swimming strokes and no practice periods in the swimming pool. Our course would be thoroughly respectable and academic. Of course, when the students reach the age of twenty-one we would take them out to the middle of Lake Michigan and drop them overboard and let them swim to shore—if they could.

I know that the civics courses in our better schools have changed greatly since my day, and that the attempt is made increasingly to introduce pupils to realities of government in their own communities and in the state and nation. Most significant is the fact that they are becoming laboratories of citizenship. I can think of no more hopeful signs for the development of intelligent and responsible citizenship than the growth in the movement represented at the conference of this organization. Pupil participation is "the swimming pool of citizenship." It is here that pupils may receive an opportunity to practice the solutions of problems of community living. [It is not a knowledge of the forms of government that is needed if our democracy is to endure. It is rather a habit of respect for the rights of other people, an attitude of responsibility toward obligations, one has assumed, a willingness to hear both sides in a dispute and to make a decision in the light of the evidence.]

Throughout the world in the last few years

(Continued on page 73)

A Program of Extra-Class Activities for a State Teachers College

EUGENE S. BRIGGS

President, Christian College, Columbia, Missouri

(Continued from last month)

THE STUDENT COUNCIL

The student council is most definitely a student organization. The business of the council is well understood and is considered the business of the student body. The classes select representatives to the council with great care, charge them with certain duties and responsibilities as their representatives, and require full official reports from them. In this way the classes give valuable service to their school as school control groups. The president, vice-president, and secretary-treasurer are elected at large by direct ballot. The presidents of all student body organizations may sit as ex-officio members. Any member of any organization representing student interests is welcome to attend council meetings, to make suggestions, or to give advice which would be beneficial in the deliberations of that body.

Members of the student council serve as chairmen of committees, each charged with the performance of the duties lying in the province of one of the many activities of the student council. Only a few standing committees are desirable; e. g., research, assembly, publicity, and social. Many special committees, each with a specific duty to perform, are necessary during the year. The chairmen of the committees select their helpers from the members of the student body. Each committee becomes an activity group. Therefore, membership in the student council offers opportunity for both participation in extra-class activities and for practice in guiding and directing them.

The student council functions well because three vital bases for success are observed. First, it has a tactful, experienced sponsor, an expert in training teachers to guide and direct extra-class activities. He does not dominate the student council to the irritation of the students, but is ready constantly with sympathetic, intelligent, and often invisible supervision and guidance.

A detailed description of the duties of a student-council sponsor have been outlined² in detail. Briefly, however, the student council sponsor (a) secures best possible material for the council, (b) plans the year's activities for the council, (c) meets regularly with the directing committee and

with the council, (d) takes no conspicuous part in council meetings, (e) trains and guides the student council presidents, (f) holds occasional informal conferences with each council member.

If the student council is properly sponsored, there is splendid student-faculty relationship well established and continually fostered by a high type of student-faculty cooperation. This is a second standard necessary for student council success.

"The experience of faculty-student cooperation carries in itself its own immediate reward in friendly association of older and younger members of the same community; and it has, I believe, possibilities for educational development which we have hardly begun to realize³.

The student council has a planned outline of important duties which is a third requisite for successful operation. A few student-council duties for the year:

- Plan assembly programs.
- Plan all-school Hallowe'en Frolic.
- Sponsor stunt night program.
- Plan all-school weiner roast.
- Publish student handbook.
- Sponsor intramural programs.
- Charter all clubs.
- Award leadership certificates.
- Enforce student point system.
- Supervise student elections.
- Publish activity calendars.
- Sponsor adoptions of students' honor code.
- Carry out a home-coming program, including a parade.
- Plan Freshman recognition service for assembly.
- Sponsor high school student-council conference.
- Sponsor writing and adoption of school creed.
- Sponsor making and adoption of school flag.

FORENSICS

Practice in speaking is a natural outcome of participation in many of the extra-class activities. But since ability to take part in discussion whether in forum, in panel, in symposium, or in any of the other forms is becoming increasingly desirable, and since it frequently becomes the teacher's duty to conduct public meetings, the student must have special practice in public speaking. There are

discussion groups and debate groups maintained by the students. These provide opportunity in impromptu speaking and in oratory as well as in highly formalized and thoroughly prepared debates. The sponsor and members of the debate clubs conduct high school debate tournaments which create wide interest. The intercollegiate debate schedule is an important part of the school program. A regional tournament is conducted annually.

STUDENT PUBLICATIONS

The following values to be derived from participation in the college press activity emphasize its importance:

"Trains teachers of journalism.

"Trains future directors of publicity for public school systems.

"Teaches future teachers that the public press is a broad avenue toward public understanding of modern education.

"Shows future teachers the type of story which the public press will use.

"Gives at least a few graduates the power to read the public press discriminately.

"Shows elementary teachers the possibilities of the mimeographed newspaper as a unit of work.

"Serves as a medium for the most intensive teaching of English⁴."

Students in college make things happen. The business of student publications (newspaper, handbook, magazine, clipsheet) is to supply a medium through which others may know the happenings and at the same time give training in how best to present information. Students become workers in a laboratory, so to speak, watch their material, in the hands of editors, eventually appear in print or find its way to the waste basket. Pictorial sections and special editions of the newspaper may be substituted for the annual. All of these publications are truly student affairs. Faculty advice and assistance is available when needed.

MUSIC ORGANIZATIONS

The band, the orchestra, the a cappella choir, quartets of instruments and of voices are very desirable student activities fostered by the music department. Participation in these is especially encouraged, the activity hour providing time for the necessary practice. The importance of an hour regularly scheduled is never more keenly felt than by these music activities. These organizations contribute to the success of many of the college affairs.

DRAMATICS AND OPERETTAS

There are two or three of each of these clubs. All clubs with stage presence and excellence in dramatic endeavor as their chief concern have an

important place on the teachers college campus. There is danger that these be too narrowly restricted in membership to those who have attained a high degree of proficiency in the art.

These clubs are organized with a provision for difference in this respect.

FRATERNITIES AND SORORITIES

Social fraternities and sororities are maintained and are sponsored by faculty members. It is unsatisfactory to have fewer than three of each. These are required to belong to national organizations whose control over the chapters is advantageous and conducive to good citizenship in the school community.

A fraternity house may be likened to a private home.

"And just as private homes and families vary in appearance, politics, religion, morality, conduct, extravagance, thrift, character, clannishness, and personality, so the individual chapters, even within the same fraternity, vary from year to year⁵."

There are national honorary, scholastic, professional, and leadership fraternities. These are valuable for the contribution they make to the educational tone of the teacher-training institution. These organizations bring the students in contact with similar interest-groups in other schools. Students from different schools meet often in contests. It is well to have reason and opportunity to come together in cooperation.

RELIGIOUS ORGANIZATIONS

"The Christian influences afforded on the college campus are considered desirable and among the most important for teachers."⁶

The Young Womens Christian Association and the Young Mens Christian Association offer opportunity for young people of every faith and creed to unite in a program of character building that challenges the best in college students everywhere. Big worthwhile, service programs are allocated in these organizations. They prosper on such assignments. The big-sister and big-brother movement is one of these. It lends a desirable influence to the campus. The extra-class activity program in any state teachers college is incomplete without the presence of live, functioning, Christian organizations.

INTRAMURAL SPORTS

The intramural contests and tournaments are scheduled in season throughout the year. As many sports as the students desire are provided. Each organization is represented. Each member of each team is expected to have passed a physical examination, showing him to be physically fit for the degree of exertion necessary for the sport he is entering.

Something of interest is provided for all students—a long range from football and basketball to horseshoes. With organized support, there is lively competition and plenty of fun.

The conduct of all intramural affairs is in the hands of the students. The student-council chairman of intramural sports sets up a special council which does the scheduling, the bracketing, the refereeing. This provides participation and also practice in guiding and directing extra-class activities.

INTERCOLLEGIATE ATHLETICS

Well balanced programs of intercollegiate athletics are encouraged, as students and friends of the institution are really interested in the sports,⁷ not in commercialized contests under the cloak of collegiate activities. The sports foster enthusiasm, love of fair play and pride in victory, which tends to integrate the student body.

Cooperative cheering, planning creative stunts and group celebrations provide abundant opportunity for participation and for practice in guiding and directing extra-class activities and is an important part of the training of future coaches.

ALL-SCHOOL AFFAIRS

All-school affairs lend special importance to responsibilities undertaken, and are a keen impetus to creative work. One evening during each week is devoted to all-school affairs. These are held in the recreation hall or the gymnasium. Committees from various groups and organizations of the student body take turns as hosts. Each group is responsible for the entertainment, and for the success of the evening assigned to it. Faculty and students are invited and expected to participate. Programs consist of games of recreational and "mixer" types, and of dancing. Copies of the programs are provided and may be preserved by the students for reference when similar affairs are planned in high schools, where they may later serve.

Certain all-school affairs are worthy to become traditions to be repeated from year to year. During the first weeks of school every new student receives special attention through the big-brother and big-sister program of the Y. M. C. A. and the Y. W. C. A. Every student enrolled participates in "Hello Week." Through these two programs a friendly atmosphere is created that is a part of a desirable school spirit.

The Friendship Fire is an autumn ceremony that is most impressive. With all lights out, a huge bonfire flames high in the center of a large reserved space. Through pantomime or appropriate ceremony, representatives from each organization contribute to it an offering—an emblem which is a token of friendship, of loyalty, and of

service to the school. Committees from the organization have been at work on plans since the previous year. Each part of the program is artistic and original.

During the football season, the interest of the student body is in the games. Football, unheeded and left to its own, may be a source of disappointment to those concerned with the best interests of the institution. Recognized, organized, and used to advantage it may bring credit with high values for many even when few victories are won. The date of a football game is the occasion for Homecoming Day. With a multiplicity of possibilities for "pep" meetings, for cheering, for long-time planning of parades and spectacular demonstrations, this makes the proper setting for enthusiastic, all-student participation.

With careful preparation on the part of students and faculty, Mother's Day and Dad's Day are made worthwhile occasions.

The candle-light service at Christmas time is a beautiful experience for students and faculty, as well as for friends of the college who may be present. The stage settings, the decoration, the costuming engage the art clubs; the writing clubs are challenged for original material; the music organizations and the dramatic clubs are busy with practice. The planning, sometimes a year in advance, the cooperation of many organizations, the checking on every detail of the production gives opportunity for experience amply worth while.

Stunt night offers opportunity for creative effort, and is a cooperative and unifying project. Each organization may present an original stunt, serious or comic in nature. Plans for the stunts are submitted to a student-faculty committee who pass judgment on their appropriateness and desirability. This committee is sworn to secrecy. The annual prize is given by the student council.

THE STUDY OF EXTRA-CLASS ACTIVITIES

A well conceived, carefully planned course in extra-class activities is a required part of the preparation of every prospective high school teacher. Since the majority of high school teachers are sponsors, emphasis should be placed upon the qualifications, responsibilities, and opportunities of high school sponsors.

The various high school student organizations are studied; the home-room is of first importance since most teachers have home-room duties, departmental and subject matter clubs, musical, for-ensic, dramatic, religious, social and athletic activities are analyzed, each group being examined for its possible contribution to the program as a whole. Student publications and all-school events are also considered in their relation to the other

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Student Day in Big Rapids High School

ROLAND C. FAUNCE

Principal, Big Rapids High School, Big Rapids, Michigan

ON WEDNESDAY, February 24, 1937, the Big Rapids high school students took complete charge of the school for the morning session. The only adults present were a janitor in the basement and a stenographer in the office of the superintendent. All the teachers and administrators were visiting other schools. Since the project was planned and carried out by the student council, and since an interest in such experiments seems to be increasing among the nation's schoolmen, some explanation of the method and results of this particular project may be in order.

Pupil participation is no new affair in our high school. The present plan was instituted in 1927 during the principalship of Glenn Loomis. Since that time a rather thorough tradition has been established in pupil participation, and the organization has become an intrinsic part of the school.

The council is composed of the mayor, vice-mayor, clerk, treasurer, seven court members, eight aldermen (who have complete charge of the eight senior high school study halls,) and one elected representative from each of the home-rooms. The court consists of four justices and an associate justice, a prosecutor, an assistant prosecutor, the clerk, and the principal, who is chief-justice. All verdicts and sentences must be by unanimous vote. The principal, like the other justices, has one vote and one veto.

Other officers elected at the annual school election are the chief of police, who appoints eight inspectors, who in turn appoint over one hundred police; the chief locker inspector, who appoints about forty assistants; the fire marshal, who appoints eight assistants; and the yard-master. The duties of these officers are apparent from their titles.

Perhaps the fact that the students have for several years governed their own study halls in the senior high school is an important consideration in the success of their "Student Day." These study halls are governed by the aldermen, elected at large at the annual school election. The aldermen appoint assistant aldermen and roll-takers. They also appoint or have the study hall elect a court for that particular study hall, whose function is to sit on all cases of discipline and decide who shall be dismissed from the room. If a student is banished he is enrolled in the junior high

study hall (governed by a teacher,) until the court votes to try him again. After two or three such trials, he becomes permanently banished. The principal is theoretically in charge of these study halls over the aldermen, but actually has to do little beyond regular meetings with the board of aldermen and with the session courts.

Thus the students were not without precedent in considering the possibility of governing the school.

The idea of running the entire school for a half day was brought up (facetiously, at first) in the council. After considerable discussion, a committee was appointed to approach the superintendent for permission to make the experiment. Somewhat to their astonishment this permission was promptly granted, and the council went to work on plans for the event. It was determined that the purpose would be two-fold: (one) to demonstrate to the townspeople the benefits of pupil participation; (two) to dramatize, or give point to our organization among our own students.

A teachers' meeting was called at which the cooperation of the faculty was asked and secured. A campaign was then carried on in the home-rooms by the representatives to arouse the students to the degree of interest and enthusiasm needed for success. Much stress was laid on the need of the cooperation of every single school citizen, since even one student who was determined to wreck the experiment could discredit the school in the eyes of the public.

An assembly was held in which a panel discussion by council members and class officers dealt with the purpose of the Student Day and aroused enthusiasm for it. The local paper and the school paper carried advance notices. Slogans went up on the bulletin boards. The whole school was talking about it by the time the great day came. A particularly helpful discussion on the subject took place in the junior high school social science classes.

When the day arrived, no teachers appeared. They visited the other city schools and the Ferris Institute. The morning home-rooms were each in charge of the home-room president or vice-president, as usual. The mayor supervised the work of the principal's office, directing the roll-

compilation and visiting classes. The regular aldermen, who normally had charge of the senior high school study halls presided over the junior high study halls instead, leaving their assistant aldermen in charge of the older students. Each class had previously elected a student teacher and an alternate, who had conferred with the teacher and consulted her lesson plan. The roll was taken in classes and study halls by the regular student roll takers. The library was in charge of a Senior student council member, and the Lunch Club chose a committee of girls to prepare and serve the cafeteria lunch. The halls were policed as usual by the student police force.

Letters of invitation had been mailed by the clerk to the members of the Board of Education and a few of them visited the school during the morning. The local paper had also carried a general invitation to parents and school patrons to come and visit the school on Student Day.

It had been arranged that the school court would be called into session with the mayor presiding if anyone were sent out of a class or study hall. This proved to be unnecessary, however. No disturbance occurred during the morning. No one was sent to the office. Indeed, several council members afterwards commented (gleefully) on the fact that the halls and study-rooms were quieter than usual. (!) One or two classes were somewhat noisy getting organized at the start of the hour, but immediately settled down. The students seemed to be seriously intent on proving to the community that they were grown-up, at least insofar as concerned their capacity for behavior.

What were the accomplishments? I think the chief result produced was a wholesome self-respect on the part of the school itself. It drove home the point that the business of the teacher is primarily to guide instruction, not to inspect and police behavior. It made the community conscious of the existence of pupil participation. It developed in the students a feeling of pride in their organization, which feeling is greatly needed in any plan of pupil participation. It gave the teachers a much-appreciated half-day for visiting. It gave the boys and girls, followers and leaders alike, a very real experience in the exercise of judgment and self-control.

The question may occur to some: did it not lead any of the pupils to think they could permanently dispense with the services of the faculty? That point was raised by the local cracker-box orators and barber-shop debaters. Indeed, the project was very unfavorably commented on by a few conservatives of the type who always cling to the old traditions as ideal. On the whole, however, I believe that the community received the

Student Day with interest and respect. As for the students, they really derived from the experience a more thorough sense of the teacher's importance than they had previously had. Many of them, especially in the junior high school, had thought of the teacher primarily as a controller of conduct, a sort of plainclothes policewoman. As a result of Student Day, however, these pupils came to realize that it is essentially ridiculous to conceive of a young man or woman thirteen or fourteen or fifteen years old needing constant control. They saw that the real function of the instructor is, and should be, instruction. Their efforts at discussion and problem-solving, and their assaults upon the technique of lesson-planning and assignments brought home to them their very real need of supervision in the instructional field. I never heard any serious comment from the pupils about not needing teachers in the future, although this was a favorite topic for humor among some of the townspeople for a few days.

It may be asked whether the Student Day should become an annual or a semi-annual affair. We have done it twice in the last few years. It has not yet become a tradition. The students have not asked for it every year. Some of the values which seem to derive from it might conceivably be diminished or militated against if it were made a regular event. On the other hand, perhaps it could profitably be extended—for example, to a whole day each semester. Our experience with Student Day has been too limited to give a basis for any conclusions as to its value as a regular tradition. We have found it a thrilling and unifying experience as far as we have gone.

It would, I think, be highly inadvisable for schools to attempt such an experiment without (1) an established plan or organization for pupil participation, and (2) a highly developed morale, or esprit de corps in the student organization. Perhaps it might succeed without a tradition of pupil participation, but it would in that case have to be strenuously campaigned for in advance. It should at all events come as a suggestion from the student body or their representatives instead of from the faculty or the administration.

On the basis of our own slender experience I might venture to suggest the following cautions for any schoolmen who are interested in trying a Student Day in their own schools:

1. As suggested above, it would be best to have a permanent student organization in the school first.
2. The council or home-rooms should initiate the proposal.

3. There should be thorough discussion and careful planning first.

4. As many people as possible should participate in the plan as committees, teachers, study-hall supervisors, clerks, roll-takers, librarians, lunch-committees, police, etc. This will give more of them experience and insure a greater degree of cooperation.

5. The teachers must be consulted and their assistance secured. They can break the whole venture by skepticism or hostility.

6. Every conceivable device for carrying the idea of the plan to the students themselves should

be employed. The whole idea should be developed thoroughly in home-rooms and assemblies, and the need of cooperation stressed.

7. The attention of the community should be drawn to the experiment to give it point and help impress the student body with the seriousness of the whole affair.

8. Above all, the students must feel that it is *their* idea, *their* organization, *their* opportunity. If the cooperation of the student body is to be secured, they must feel that they, not the administration or the faculty or the school board, conceived and carried out Student Day.

Girl Scout Training as an Approach

ANNE L. NEW

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"CAN I COOPERATE satisfactorily in the extra-curricular program of my school if I have had no special training for leadership in such a program?"

Almost every teacher asks herself this question at some time in her professional career. The answer must be discouraging so long as training for this important phase of school life is left to chance. Educators have felt for some time that teacher training schools should accept more responsibility for training in the extra-curricular fields.* Before we can decide what needs to be done, however, it behooves us to find out what has been and is being done to supply the needs of volunteer and professional workers in these activities.

One of the outstanding programs of this kind and one which may well serve as an example, is offered by the Girl Scouts in their leadership training courses. The training program, naturally enough, is primarily designed to help the Scout leader with her Scout job, which, of course, involves leadership in activities of many sorts. The program utilizes the group work principles which apply to any leader who must work with a volunteer group drawn together by community of age and interests. The Girl Scout courses, their approach, content, and results have much to teach anyone who is interested in better extra-curricular programs.

What is the approach of these courses? The work-to-be-done sets the first standards. About 499 or less than 1% of all Girl Scout workers are professionals employed at the National Headquarters or by local Girl Scout councils to direct the program of one locality. About 17,000

are volunteer leaders or sponsors. Specific training is planned for these volunteers to help them carry on their work, even as specific training is planned for the professional workers. The emphasis is on the job, the value of the job and on the worker's fitness for it, rather than upon cajoleries that may or may not entice candidates into the field. If extra-curricular activities of this sort are worth doing at all, we must agree that they are worth doing well.

Miss Agnes Leahy, Executive Secretary of the Personnel Division of the Girl Scouts, has this to say about the needs which must be met by the training plans for volunteer troop leaders and sponsors:

"1. Both need to understand and practice the principles of group work.

"2. Both need to understand, and be articulate about the philosophy and program of the organization of which they are a part.

"3. Both need to know and acquire the skills or techniques which are necessary to their particular work."

This type of analysis and straight thinking can and should be a part of the approach of any person called upon to assist in appraisal of the essential values of any activity. The volunteer who gives her time to extra-curricular activities owes it to herself as much as to the children to avoid wasting that time by accepting and carrying on projects just because they have been carried on in the past. The Girl Scout training program puts emphasis upon the leader's responsibility to see to it that activities are adapted to actual group needs—in short, that the organization serves the child rather than that the child serves the organi-

zation. There is no sounder criterion for evaluating any extra-curricular set-up.

The basic elements of training for this type of leadership are contained in the General Course offered by the Girl Scouts. The content of the course deals with the general problems of group work. It is illustrated with examples drawn from Girl Scout experience with particular emphasis, according to local needs, on techniques necessary in Girl Scouting or in the problems of administration. For leaders who have taken this General Course, the Girl Scout Comprehensive Training Program includes other courses which give further training in group work principles and practice of skills. The standard content is indicated from national headquarters, but emphasis is placed wherever it may be most needed by those who take the course. The known principles of group work are not separated from the materials and activities to which they apply. (Incidentally, I am not using the term "group work" as, in any sense, a contrast to educational work. Group work will probably be classified as "educational," "social," or "recreational," depending upon the intent of the leader. The leader of extra-curricular activities will be more concerned with goals and purposes than with terminology.)

In the Girl Scout courses, everyone participates in learning how to handle groups and individuals, how to "get at" interests, how to use the material suggested in the program, how to locate other sources according to the needs of the girls. Volunteers learn to guide these programs by participating in them with such supervision and suggestions as may be needed. All courses are open to any interested woman. Teachers, parents, Junior Leaguers, social workers, recreation directors, all are included in the groups who have taken the training with profit to themselves and to their communities.

Where can these courses be found? Sometimes in your own community. Sometimes in communities near by. Courses are given according to the needs of the local Girl Scout organizations. If the town in which you live has a local Girl Scout Director, she is qualified to give training. The number of qualified trainers is rising steadily, enabling more of those who are interested to get their training from local workers. Besides these local courses, 25 national centers throughout the country offer leaders' training courses in the summer. Last year almost 37,000 women enrolled in courses given by national and local trainers, and almost 283,000 women have taken the courses since 1917.

The Girl Scout program is, of course, only a part of the varied extra-curricular program of

the modern school. The Girl Scout training, however, offers suggestions which are basic in building almost any kind of voluntary program based on an expression of children's interests and needs. The training has been endorsed by many colleges and universities in which the courses have been given under the auspices of academic departments or with the active cooperation of representative student organizations. Often the training has been included in longer and more comprehensive courses which deal with the leadership of boys and girls in leisure-time activities—and this is a type of approach which can be applied to many problems of the extra-curricular leader. Among the colleges and universities which have highly approved the Girl Scout training courses are Stanford University, Teachers College of Columbia University, Swarthmore College, Radcliffe College, Trinity College and other institutions ranging from the University of Washington to the University of Puerto Rico. The courses given in these colleges and universities have been designed to orient the college woman on a path which will develop her own power of directing others and to encourage her to participate in the community activities of young people.

Sometimes the courses have brought about an interest in professional Girl Scouting, which presents a steadily growing opportunity for well-trained workers who may act as directors of local Girl Scout activities. A college education with a major in the social sciences, plus Girl Scout training and proved ability, are the principle requisites for those seeking directors' posts.

What does all this mean to the teacher or supervisor who is harassed by the problem of effective participation in extra-curricular activities? It means, first of all, that there is a body of information and practice upon which she may draw, one built up by an organization which is itself one of the leading extra-curricular activities in America. It means, too, that there are persons trained in problems of organization with whom she can work to orient the school's program and to develop types of leisure-time activities based on the needs of the children and the facilities available to the school and the community. An extra-curricular program which exists as an integral part of the children's whole recreational life is bound to be more effective than a program which exists in a kind of organizational vacuum. Finally, the Girl Scout training program offers a type of approach which has been found valuable in college courses on social techniques, an approach which includes the philosophy and evaluation of the job, a job analysis and a

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The Case for the Adoption of the Unicameral Legislature

HAROLD E. GIBSON

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RESOLVED: That the Several States Should Adopt a Unicameral System of Legislation

Harold E. Gibson is author of a number of books and magazine articles on debate. For a sixth year School Activities readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson, and the second one will be released next month.

WHEN THE time came for the selection of a debate topic for the school year of 1937-38, as large a number of questions presented themselves for consideration as has ever been found in recent years of debate topic selecting. So many and important were the questions that were under consideration that it was practically impossible to make a choice that would have an almost universal appeal to all of the high schools of the United States. Such topics as the Extension of Consumer Cooperatives, the Problem of Maximum Hours and Minimum Wages, the President's Proposal for a Revised Supreme Court, C. I. O. vs. A. F. of L., and a host of other social challenges were among the questions under consideration. Yet in spite of this array of excellent debate material the Unicameral question was chosen.

The Unicameral question had a distinct advantage in the selection for several reasons. First, it is a question that is much closer to the average high school student as it is more or less state wide in character. Although this question is a discussion of the unicameral legislature in all states it will be discussed, in all probability, as a purely state problem in many states. The second advantage was the opening of the Nebraska One-House Legislature at Lincoln, Nebraska, on January 5, 1937, and the attending newspaper publicity which was given to this new experiment.

Some people may say that the one-house legislature is not a new experiment in the United States. True, we have had three cases of one-house legislatures before in this country. Following the Declaration of Independence, most of the states reorganized their governments with the two-house plan. Three states, however, tried the unicameral system. These states were Georgia, Pennsylvania and Vermont. Georgia and Pennsylvania soon discarded their legislature in favor of a two-house system but Vermont retained the one-house until 1836. Thus, we can see that the

people who say the one-house legislature is not a new experiment are right from a technical standpoint, but from the point of view of practical state governmental reform the plan in Nebraska is an experiment in every sense of the word.

Evidence that the three historical examples of unicameralism have had no effect upon the country as a whole is shown by the fact that not one of the remaining forty-eight states have been admitted into the union with a one-house legislature. Thus, we do not have any indication of the attitude of the United States Congress upon the one-house proposal.

The modern movement toward one-house legislatures originated in the great Plains states about 1910. Drought, rotten state government, high taxes and a host of other evils combined to force the issue in these states. It is not surprising that these states would bring out such a plan. Other governmental reforms such as the Populist movement, the Free-Silver Democrats, the Initiative, Referendum and Recall all developed in this same area. Some of the reforms were successful, but the reform of the one-house legislature met with constant defeat during its first period of development from 1910 to 1926. During this period proposals for the one-house legislature were found all over the middle and far west. In 1915 the state of Arizona voted down the one-house plan 2 to 1. Attempts for the one-house legislature have been made in California almost every two years since 1913. In 1913, the state of Kansas had the one-house proposed by Governor George H. Hodges, who was father of the early movement. As early as 1913 we find that this debate question was being discussed in Oklahoma and the University of Oklahoma issued a debate book upon the subject. In fact, the one-house legislature received 94,686 favorable votes to 71,742 unfavorable votes in Oklahoma in 1914. (We wonder if this might not have been the result of the effective Oklahoma high school debating.) The sad part of the story is that Oklahoma did not get the one-house legislature because the 94,686 votes were not a majority of the

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Attempts at the adoption of the one-house system were made in Oregon, and proposals were made in Washington and South Dakota. Now we have shown the places where the sentiment for the one-house system is the heaviest. All interest in the plan seems to center in the states west of Kansas and Nebraska. In fact the only places outside of this area where the plan has received any official consideration are: Alabama, where the proposal never got beyond the legislature; Arkansas, where the proposal was killed by a Constitutional Convention; New York, where the action never passed through the Constitutional Convention; and the endorsement of the plan by the Tennessee Bar Association in 1915. We can see the movement has been definitely localized in the western section of the country.

We should not forget Nebraska and its fight for the one-house legislature during the first period lasting from 1910 to 1926. In 1911, Nebraska made some very definite reforms in its state government. In 1917, a proposal for a single house of 60 members was indefinitely postponed. In 1923, a petition was circulated through the initiative forcing a vote upon the one-house plan in 1924. This amendment called for a one-house legislature of 21 members. This amendment failed because of lack of support of the men of influence. Thus, Nebraska went through the first period of sentiment for the one-house legislature with the same fate as found in other states.

The second period of feeling for the one-house legislature started in 1934. This period had little in common with the first one. To begin with, the proposal for the one-house in Nebraska did not have the same failings the first Nebraska movement suffered. Instead of lacking support of influential men, the Nebraska plan then was fostered by United States Senator George W. Norris, idol of the people of Nebraska. He risked his political prestige to get the amendment passed in 1934, the one-house legislature was adopted by a vote of 286,086 to 193,152.

Senator Norris not only wanted the one-house but in addition he wanted reform. While the people were voting for the one-house they were also voting for non-partisan elections, open meetings of legislative committees, a reduction of legislative expenses amounting to over 30% less than the last legislature, and full publicity for all bills in the legislature.

The first one-house legislature met in Nebraska from January 5 to May 15, 1937. Although it had to reorganize, it conducted its business in about the same time as the other legislature. The

legislature is made up of 43 Senators who each receive \$872 per year.

The one-house legislature has many commendable things in its favor, and opponents of the plan have found many shortcomings. At least it is the beginning of the new movement toward a change in state government, and it is giving us the impetus to make this year a big year for developing interest in high school students in the needed state government reform.

DEFINITION OF THE TERMS OF THE SUBJECT

The Several States: By the term, "the several states" every state in the union is meant. This means that every state acting as a unit should adopt a unicameral legislature. With the question so worded it becomes the duty of the affirmative to prove that every state should adopt the proposal. It is not enough for the affirmative to prove that their own state should adopt the one-house legislature, unless they are debating a revised terminology of the question which definitely states their own particular state.

Should Adopt: The term, "should adopt," means that the affirmative must show that the one-house legislature is so desirable that every state ought to adopt it. The affirmative does not have to show that the states will or will not adopt the plan as long as they show that they ought to adopt it. This term does not force the affirmative to show how the votes can be gotten to bring in the system nor does the affirmative have to show ways of bringing about the adoption of the plan. The affirmative could even admit that the states never will adopt the one-house plan, but then show that they ought to adopt it and win the debate. When the affirmative have shown the desirability of the one-house legislature over the present two-house system they have done their duty.

Adopt: Means to take for one's own. Thus, the states will take the one-house system in preference to the two-house system.

A Unicameral System of Legislation: This term means in simple language a one-house legislature. Under this term, all the affirmative has to do is prove that the states should adopt a one-house legislature in place of their present two-house legislatures.

In this particular debate most of the arguments will be centered about the unicameral legislature of Nebraska. Thus, many high school affirmative debaters may feel that they must defend the plan as it is found in the state of Nebraska. This is not the case. The question does not say that the several states should adopt *the* unicameral system as found in Nebraska. If the Nebraska plan had been intended it would have been expressly stated in the wording of the question.

In regard to the Nebraska plan, the affirmative debater must remember first that he does not have to defend it if he does not desire to do so. In the proposal of a one-house legislature the affirmative is free to propose any plan it desires as long as it has only one-house. They can propose the Nebraska plan, the proposed Ohio plan of the Citizens League of Cleveland, Ohio, or a combination of the two plans or they may even propose a plan of their own. The affirmative may or may not propose such reforms as the Legislative Council, the Split-Session, the Legislative Reference Bureau or reduced membership in the legislature just as long as they also defend the one-house plan. The thing for the affirmative to remember is that they are free to propose any reform or any plan of a one-house legislature that they desire just as long as they do propose the one-house legislature plan.

The affirmative may also propose one plan for one state and an entirely different plan for another state. In mastering the terms of this question it would be well for the affirmative debater to remember that his task is to show that the states *should* adopt the one-house plan and that this one-house plan can be any plan which he wishes to propose.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The Dilemma: The dilemma is a method of strategy used in debate for the express purpose of placing before an opponent two alternatives in the answering of a question. In order to use the dilemma the debater asks his opponent a question that can be answered in one of two ways. The strategy of the use of the dilemma is to ask the question in such a way that either answer given by your opponent will be detrimental to his case. The effective dilemma is one of the best methods of strategy known in debate.

It is good advice for the debater to avoid questions asked him by his opponents with the purpose in view of catching him in a dilemma. If you must answer the question, see to it that all catch phrases and tricks have been guarded against.

A sample dilemma for the affirmative is given below:

Ask the Negative: Do the members of the negative contend that the great saving in Legislative Expense that would result from the adoption of the Unicameral System would be a desirable thing?

If They Answer Yes: The negative have admitted that they believe that the great saving that will come with the adoption of the Unicameral System would be a good thing. When they make

such a statement they are attacking the very system that they are defending, namely the bicameral system. They are indicting the expensive, cumbersome and wasteful bicameral legislature and admitting that in this one respect the one-house legislature has an advantage.

In making this admission the negative have made two serious admissions that have seriously damaged their case. First, they have admitted that the one-house system is materially cheaper than the two-house system which they are defending. Second, they have admitted that the economy of the one-house system is a desirable feature.

Now when our opponents admit that the one-house plan is cheaper, and go further to admit that this cheapness has not been secured at the expense of a reduction in the quality of our legislation they have really admitted the desirability of the affirmative proposal.

If They Answer No: Our opponents take the stand that the saving made in Nebraska is not desirable. They say that a saving of over 30% of the total cost of state legislation is not desirable. Think for a moment what a saving of over 30% would do for your family budget during the coming year. Then consider the effect of such a saving upon your family budget if it could be had year after year as is the case with the unicameral legislature. Then and not until then will you realize the great saving of the Unicameral system.

Facts always speak well when placed in an argument. In Nebraska the cost of legislation was reduced from \$203,000 under the old bicameral system to \$140,000 under the unicameral system in 1937. If this saving was passed on to other states it would amount to \$500,000 in New York, \$290,000 in Illinois, \$70,000 in Mississippi, \$45,000 in Vermont and \$240,000 in California.

The contention of the negative is that such savings would not be desirable. Evidently the negative believe that it is the duty of the state governments to see how much money they can waste instead of how much they can save the people of their states.

STRUCTURAL OUTLINES FOR SPEECHES

In using these structural outlines for speeches no attempt has been made at writing complete briefs of the subject. This outline includes the more important points that must be established before the affirmative can win their case in this debate. The debater may rearrange these points to suit his individual speech but most of the points given below must be established if the debater wishes to give a well rounded argument for the adoption of the unicameral system.

OUTLINE OF FIRST SPEECH

1. Introduction.

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- A. Give a short description of the bad conditions in our state legislatures.
- B. Give a short but complete definition of the terms of the question as the affirmative intends to debate them. Make a statement of all important admitted matter.
- C. State the issues of the debate for the affirmative.
 1. State legislatures as they exist today have serious evils.
 2. Most of the evils that exist today in our legislatures are the direct result of the bicameral system.
 3. We can correct the evils that exist today by the adoption of the unicameral system of legislation.
 4. The adoption of the unicameral legislature will bring with it many additional advantages.

II. Present day state legislatures have serious evils.

- A. The average ability of legislators is very low.
- B. The quality of legislation is often very low.
- C. Bills introduced into our legislatures are of very low quality.

III. Most of the existing evils are the result of the bicameral legislative system.

- A. Our poorly trained legislators is due to the system.
- B. The failure of legislatures to carry out the wishes of the people is due to the bicameral system.
- C. The bicameral system is the cause of the lack of legislative responsibility to the people.

OUTLINE OF THE SECOND SPEECH

I. We can correct the evils of our present system of legislation by the adoption of the unicameral system.

- A. Better qualified legislators will be elected to the unicameral legislature.
- B. Partisan control of the legislatures will be eliminated.
- C. Legislation of a higher quality will result.
- D. Responsibility for legislation will be fixed.

II. The adoption of the unicameral system will bring many additional advantages.

- A. Many needless delays in lawmaking will be eliminated.
- B. The cost of legislation will be reduced.

STRATEGY THAT WILL WIN DEBATES

The time of your opponents may be wasted by (1) asking needless explanations of the terms of the question; (2) making the negative defend minor points; (3) Demanding a detailed plan of the negative as to the method that they propose for solving the problems they have developed in solving the evils of our legislatures.

DEMANDING A DETAILED PLAN

The affirmative has a perfect right to demand a detailed plan from the negative in the event that the negative proposes any change from the existing system. In the event that the negative refuses to give their plan in full, the affirmative have a perfect right to accuse them of being afraid to present their plan. If this attack is forced upon the negative they will either have to present their plan in detail or lose the debate.

A Program of Extra-Class Activities for a State Teachers College

(Continued from page 63)

activities. The assembly and the student council are most important school control agencies and are given very careful consideration, both from the point of view of the student and of the sponsor. The chief aim of the course is to give to these prospective teachers a perspective of the program in its entirety, to integrate for them all the factors of an extra-class activity program, and to assist them in building a philosophy of education which provides for the development of the whole man.

THE OUTCOMES FROM EXTRA-CLASS ACTIVITIES

A sufficient number of student activities are maintained to provide a rich program of extra-class activities. The point system is applied to regulate the number of activities in which a student may participate. These activities meet individual interests, desires, ambitions, abilities, and objectives of the students, and, by offering a wide distribution of choice, enrich the college curriculum by providing a desirable type of education not otherwise offered therein.

An activity program places responsibility on the students. Under the discharge of this responsibility, delegated in the proper amount and at the right time, here is developed the self-confidence, the originality, the initiative that makes efficient teachers. The opportunity offered for participation for study and for practice in guiding and directing extra-class activities gives the training for which there is a definite need and a demand in secondary schools.

Students are made to feel that only through the expression of the best is the deed worthy of the effort, whether in fun on such occasions as stunt night or in worship on Easter morning at the sunrise program. It is surprising as well as satisfying to note the improvement in the quality of programs of all kinds from year to year when this ideal is once established and accepted by the members of the student body and by the faculty. After the close cooperation that these activities

afford, the administration and the faculty have the deep satisfaction of knowing that the good name of the school is safe, for the students cherish the traditions of the college and guard its welfare with a will. The pupils taught by graduates of the institution begin to enter college with the reflected glory of the ideal. They give to it the touch of other personalities and thus it moves, develops, emerges—the products of all who have shared in its creation. Through the extra-class activities program as in no other way can such an ideal be disseminated.

"In view of the importance and the inevitability of extra-curricular activities in the teachers colleges, and in view of recent findings that these activities are not detrimental to the curricular

work of the students, but a highly essential part of the professional preparation of teachers, the president of the teachers college and his staff must assume leadership and guidance in the development of an adequate program of extra-curricular activities."⁸

2. Briggs, Eugene S. Op. Cit. P. 34.
3. Wilkins, Ernest H. "Faculty-Student Cooperation," Bulletin Association of American Colleges, 1921, p. 230.
4. Ewalt, Clara C., "The Teachers College Scans Its Press," N. E. A. Journal, Vol. 20 (May 1931) p. 43.
5. National Survey of the Education of Teachers U. S. Office of Education Bulletin, 1933. No. 11 Volume V, Part III.
6. National Survey of the Education of Teachers U. S. Office of Education Bulletin, 1933. No. 11 Volume V, Part III.
7. Heidler, J. B., College Years, p. 183. Farrar Rinehart, 1933.
8. Dixon, Fred B., unpublished thesis, Ohio State University, 1931.

Looseleaf Handbooks

J. FRANK FAUST

Principal, Chambersburg High School, Chambersburg, Pa.

HANDBOOKS have an important place among modern secondary school publications. As an administrative tool they are most valuable in acquainting the pupils, and particularly the new ones, with the history, traditions, organization, faculty personnel, and routine details of the school. An instrument of publicity for the school they fill a place of real importance, provided they are placed in the proper hands. They quite readily acquaint parents, patrons, and others with the various features of the school organization. School visitors and inquisitors can be quickly and accurately informed about the school by placing in their possession a copy of an up-to-date handbook.

It is not the purpose of this article to attempt to justify the existence of the handbook among high school publications. It is assumed that modern educators have accepted it as a valuable administrative tool, and that they are interested in ways and means of using it most effectively in their respective organizations.

High school administrators and sponsors of school publications are continually faced with two very definite problems in connection with the handbook. The first question is, "How can the book be satisfactorily financed?" while the second question, a direct outgrowth of the first, is, "What plans of distribution among pupils is best, so that all, or at least a large majority, of the pupils may have copies for ready reference and general use?" Very few school boards will include within their financial budgets items to pay for school publications. Local merchants do not like to be "hounded"

for advertising to support these publications. This is particularly true of the handbook. Pupils, as a general rule, do not respond readily in the voluntary purchase of handbooks. Usually, therefore, only a small minority of the pupils will be handbook owners.

Unless handbooks are revised at frequent intervals, some of their contents soon become obsolete. Of course the ideal situation would allow a complete revision and republication of the handbook each year; then furnish each pupil in the school with a copy so that counselors and home room teachers might arrange for activities by means of which the pupils would become thoroughly informed on the contents of the book. However, many schools do not have sufficient funds to allow for complete annual revision and republication. Anyhow, a considerable portion of the handbook material remains more or less constant from year to year, and the need for reprinting the book in its entirety does not really exist.

With all these conditions in mind the writer set to work to produce a handbook at a reasonable cost, to secure a maximum distribution of the book among the pupils of his school, and to provide for low-cost annual revision. The result was a looseleaf handbook which will be described herewith in the hope that the idea may be of at least a suggestive value to others who might be interested in this type of publication.

The original handbook of the Chambersburg High School was a stapled one 5½ inches by 3½ inches in size and containing 110 pages of infor-

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mation properly indexed. The cost of this book at local prices was approximately \$175.00 for 1,500 copies. With the cooperation of the local printer, the more recently published handbook appears in a size 5½ inches by 3½ inches, punched with two 3-16 inch holes along the binding edge 2½ inches apart to accommodate a looseleaf clamp binder of the Wilson-Jones type. The revised book contains 109 pages, and is similar to the old book in every respect except the binding. Because of the necessity of more durable covers, the looseleaf book costs somewhat more than the old stapled book. The cost of the new book was approximately \$230.00 for 1,500 copies.

About 85 per cent of the pupils in the writer's school were owners of what are called "activities" tickets sold them at ten cents per week for thirty weeks, and admitting them to practically all school activities, also giving them a subscription to the weekly school newspaper. An agreement was made with the sponsors of the newspaper to assume the publication of the handbook in return for which the newspaper was allotted a slightly larger percentage of the "activities" ticket fund. This arrangement worked out quite satisfactorily, and about 85 per cent of the school's population automatically became owners of handbooks. The remaining 15 per cent of the pupils were offered handbooks at a cost of fifteen cents, and many of them also became owners of the books.

Future revisions of the handbook will be made by pages rather than by the book as a whole. Such pages as directories, faculty and student committees, school calendars, revised courses of studies and regulations, class officers and advisors, athletic schedules, indexes, and other changed material will be reprinted at the beginning of each school year, properly sized, numbered, and punched for insertion in the original book in place of the out-dated sheets. It is estimated that under this plan complete revisions will be necessary every three or four years instead of every year. The cost of the page revisions is expected to cost considerably less than fifty dollars a year.

Both pupils and teachers approve heartily of the new form handbook. Pupils are much more inclined to take care of the book when they realize that it is intended to last for several years, and teachers make more frequent references to handbook material in class room and home room when they know that practically all pupils own copies of the book.

When one has to maintain an argument, he will be listened to more willingly if he is known to be unbiased, and to express his natural sentiments.—
Sir Charles Bell.

Internes in Citizenship

(Continued from page 60)

there have been disturbing signs for the permanence of democratic government—that government which is based upon the consent of the governed and the decision of matters of policy by the majority vote of those concerned. In Europe whole peoples have been regimented into subservience to the whims of irresponsible dictators, fear and hatred have been substituted for reason and humanity, and the rumblings of the next world war are heard in the offing. Some people fear that America may go the way that Russia and Germany and Italy have gone, that the methods of democracy will not serve to solve the complicated problems of our day, and that America must choose between a dictatorship of the right and one of the left. I do not hold with these critics that the hope for democracy has passed, but it must be recognized that it can survive only as we preserve the conditions which make it possible. Some of those conditions are economic, some have to do with social conditions of living. Most significant of all in my judgment are the attitudes of citizens toward their government. May I touch on three qualities of its citizens which must exist in a democracy if it is to survive and succeed?

In the first place, there must be intelligent and thoughtful study which involves tolerance of points of view which differ from our own. Problems of government, whether it be in Congress, in the city council, or in a school, do not have some one set answer which you can find in the back of the book. We have to be willing to hear the arguments of the person who holds a different view than ours, to weigh his ideas and to change our own if we find that we are wrong. We need to think with our minds and not with our prejudices. Too many of us are like the Irishman who didn't like olives and was glad he didn't, for if he liked them he would eat them and he hated the darned things.

A second characteristic a democracy demands of its citizens is the ability to work with other people. James Truslow Adams has well said that we have heard much of the Declaration of Independence but that what we need in America today is a Declaration of Interdependence. My grandfather grew up on a farm in Ohio where it was a mile to the nearest neighbor and a day's trip to the county seat fifteen miles away. They hewed the timbers for their barn from the farm wood lot and split the shingles which would form its roof. They raised the flax and the wool which were spun into thread and woven into cloth in the farmhouse there. They dug the clay and

made their bricks, baked their bread, butchered their own beef and pork, and formed on this farm a self-contained community. They knew real independence.

Times have changed. The people living on that farm buy butter and bread manufactured in the city and shipped to the village store. They sell their produce in town and their prosperity depends on that of the city laboring man. They join with their neighbors to secure good roads and better schools. For recreation they turn on the radio or drive to the nearby city to a motion picture. Their isolation is gone. They have comforts and conveniences my grandfather never dreamed of, but they have lost some on the independence he knew. Cooperation is an absolute essential in the modern world.

Most important of all in a democracy is the sense of personal responsibility. Driving the old gray mare down the country road didn't require much care or forethought. A high-powered car on a modern highway demands a clear head, steady nerves, and a high sense of responsibility. Every time you drive ten miles you place your life in the hands of a hundred people you have never seen. The terrific toll of traffic accidents has awakened the public conscience to the need of education for safety—that is, for highway responsibility. What is true of our highways is typical of every phase of our complicated modern civilization. Responsibility is the price we must pay for the benefits of community life.

The experiences in student government have provided you a splendid apprenticeship for the opportunities and responsibilities of citizenship. The problems of community living which you are solving now are essentially those you will meet tomorrow. In each case intelligent planning, team work, and loyalty to the interests of the group are the requisites for success. It will be a happy day for America when our political affairs are handled as efficiently and unselfishly as the student activities of our high schools.

Anatole France tells an incident of his boyhood, when he was to leave home for the first time to attend boarding school. His father, an anthropologist, called the lad into his study and, picking from his desk a pointed piece of bone, said to the boy: "Here is the tooth of a man who lived in the time of the mammoth, in a cavern bare and desolate where now green vine and honeysuckle grows . . . Now the music of Mozart floats on the air where the caveman heard only the growling of the tiger.

"That man knew only fear and hunger. He looked like a wild beast, with his heavy eyebrows,

massive jaws, and teeth which jutted out like fangs.

"But gradually, by slow and magnificent efforts, man became less wretched, became less fierce. The habit of thought developed his brain and widened his brow. His teeth, no longer used to tear raw flesh, became less prominent and his jaw less massive. The human face took on the aspects of beauty and the smile was born on the lips of woman."

Then lifting above his head the caveman's tooth, the father cried: "Oh, ancestor of mine, in that unfathomable past where you rest, receive the homage of my remembrance for I know what I owe to you. Your struggles spared me hardships. You didn't think of the future, it is true. Only a feeble glimmer of intelligence flickered in that brain of yours. You scarcely knew more than to forage for food and to hide from your enemies. But you were man! A vague ideal guided you toward the good and the beautiful. You lived a wretched life but you did not live in vain, and that wretched existence was made a little less terrifying for your children. They labored in their turn to make it better. One invented the mill, another the wheel. They were inventors and craftsmen and that struggle carried them down through the ages has produced the marvels which make our life pleasant."

Here the father turned to his son: "Very well! The task is not yet finished. We would be less civilized than the caveman if in our turn we did not strive to pass on to our children a better and a happier life than we received ourselves."

The generation to which I belong has bequeathed you some staggering problems. With the technical equipment to produce an abundance of everything, many people face the specter of want. With a rich cultural heritage to draw upon and the leisure to make life significant, we have allowed that leisure to be exploited for profit. The pattern of national taste has been set by the trashy magazines which clutter our newsstands, the stupid and trivial broadcasts which occupy so much of radio time, and the vulgar motion pictures which too frequently form our theatrical fare. We have tolerated selfishness, graft, and incompetence on the part of those elected to carry on our political affairs. We allowed ourselves to drift into a war which nearly destroyed our civilization and are heading almost inevitably toward another.

We have made tremendous advances in shaping material things to serve our ends, but our technical progress has outrun our ability to use these powers with safety to ourselves and our neighbors.

(Continued on page 103)

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A Bit of Coaching Philosophy

VIRGIL B. MCCAIN

Athletic Director, Corinth, Mississippi

WHETHER we realize it or not, those of us who handle athletics in high schools have a philosophy about the work we do. Admit it or no, the outcome of a season in football, basketball, track, baseball or any other sport depends upon the man who directs those activities. By outcome it must be understood that development of the boys by those sports is meant and not the percentage in won-and-lost columns. If a coach merely considers his job as that of producing a winning team, by any means from "ringers" to "post graduates," his philosophy is far short of the aims of American education. Such a man should give his talents to some professional sport and steer clear of our field.

We must realize the possibilities of our work in order to form a sound philosophy. Ordinarily no subject in the high school curriculum is better taught than athletics. No better opportunity to produce good citizens is found in the secondary school system than in this field. In every other department the pupil must be kept, even though he fails. The dullard remains in class with the mentally alert. When a boy comes out for any sport is he put on the first team and played with all the others in a game? Not at all! He must be able to play before he is sent on the gymnasium floor or athletic field. If the boy cannot "make the grade," he either drops out or becomes a "scrub." He does not have to be encouraged continually or patterned because he is not of first string timber. He sees himself as he is, not quite up to the others in ability. No one derides him for it. This moves him to try to develop skill in playing the game.

Keen rivalry, as it is found in American living, abounds on the athletic field. To make the team a boy will often uncover ability and determination which would have never otherwise unfolded. Doesn't a coach have more chances to teach life than have his colleagues? Granting that our educational aims in this country are to show youths how to live, we of the coaching profession have the best taught activity in school.

What a coach is and what he does makes a deep impression on boys of a community. Most of us can recall that, as lads, we were the most important persons around if "coach" called us by our first names or let us carry the water. Boys haven't changed much in the past few decades.

As coaches it behooves us to be careful. Many a youngster has us as his hero. Are boys developing into the best type of men by patterning after us? Are we practicing what we teach?

Boys need to know how to take defeat. Every day experience is full of defeat. A player who fails to learn how to meet reverses is going to suffer in a much bigger game after graduation. Fellows must be shown that, as regards games, success is relative. The most successful athlete is the one who does his very best, even though he or the team be beaten by those of greater prowess. Thus a youngster may be shown that it is necessary to know his limitations. He must realize that the sign of success in life is in putting to the best use what talents he has, avoiding the waste of time in trying to overcome handicaps which cannot be conquered, and devoting his efforts to developing his potentialities.

Which type of season is best; all wins with "chesty" fellows as the result, or all defeats with boys who "can take it" as products of your work? The cheap class of local followers are not satisfied with a bad season. The school board should be shown that the coach is trying to make men as well as winning teams. Should they fail to support him, the job is scarcely worth having. A regular time each week used for talking to the squad about fairness, good losing spirit, determination etc., is more important than blackboard drills.

H. C. Link, a leading New York psychiatrist, contends that the lack of discipline is the cause of much unrest today. There is not a better type of discipline than the observing of training rules. Squads should be convinced that each fellow must keep regular hours, eat wholesome food and give up many favorite foods for the betterment of themselves and the team. Many teams do not "click" because some of their number do not exercise self-control or deny themselves anything. Self-denial is good for all of us.

The notion that a player must flavor his speech with three-fourths profanity to be outstanding seems to be prevalent in some schools. One need not take a Puritan viewpoint of cursing. Its harm perhaps does not lie in an especial utterance of words which are taboo, but this habit of using strong language is the open road to high tempers and lack of self-control.

(Continued on page 79)

News, Notes, and Comments

ALLIED YOUTH

Allied Youth is an organization of and for young people, with a program of sound alcohol education and wholesome citizenship development.

Locally, the program is developed through Posts, sponsored by school officials and interested adults. Characteristic features are: study and discussion, laboratory experimentation under teacher guidance; social investigations based on tours to places where alcohol may be seen at work or where abstinence proves the safe alternative; wholesome recreation, capably planned as a demonstration to young people of the good times to which drinking would be a handicap.

The organization is strictly educational; hence non-political and non-sectarian. Young people wrote the platform, brief, pointed, comprehensive; "*We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol.*"

Information may be secured by writing W. Roy Breg, Executive Secretary, Allied Youth, Inc., National Education Ass'n. Bldg., Washington, D. C.

The Oracle is a mimeographed newspaper published on the first and third Thursdays of each month by the North Kingsville (Ohio) High School. It contains student made caricatures and other unique features.

Several hundred back numbers of *School Activities* may be had at twenty copies—no two alike—for \$2.00. Send your order to School Activities Magazine, Topeka, Kansas.

MANY SCHOOLS MUST COLLECT SALES TAX

Sales tax laws are now in operation in most states. Rulings differ on the matter of whether or not tax is to be collected on tickets to school functions. Both school and community should know what is proper in every instance. It is the school's business to find out, disseminate the information, and see to it that the law is obeyed.

ADA MOHN-LANDIS CONTEST, 1937

Each year the National Woman's Christian Temperance Union offers cash prizes, made possible through the generosity of the late Mrs. Ada

Mohn-Landis, for original manuscripts suitable to include in the collection of recitations prepared for use in Medal Contests sponsored by that organization. The prizes have been offered, in different years, for stories, verse, orations or declamations, to provide a variety of material.

Announcements giving rules for the 1938 contest are ready and copies will be mailed to all persons who submitted manuscripts in the 1937 contest. Others may secure copies by sending stamp with request.

Write National W. C. T. U. Publishing House, Evanston, Illinois.

What an experience! A country boy near Fort Dodge, just this fall to enter high school in town, has never had a teacher except his sisters, two of whom have successfully taught the home rural school for the past eight years.—Midland Schools.

A movement has been started among the superintendents of Iowa to co-ordinate the activities of the various school extra-curricular organizations in such a manner as to prevent conflict of festival and contest dates.

AMERICAN EDUCATION WEEK, NOVEMBER 7-13

Theme: Education and Our National Life.

Sunday—Can We Educate for Peace?

Monday—Buying Educational Service.

Tuesday—The Horace Mann Centennial.

Wednesday—Our American Youth Problem.

Thursday—Schools and the Constitution.

Friday—School Open House Day.

Saturday—Lifelong Learning.

The nationwide observance of American Education Week affords an opportunity to focus the attention of parents, teachers, and all citizens upon the importance of education to American democracy. Parents join with teachers in parent-teacher associations in furthering the observance through participation in school and community programs.

Suggested Activities for Parent-Teacher Associations

1. Acquaint the membership with the objects and program of American Education Week through:

a. Publicity—telephone calls, notices, news articles, displays, personal contacts.

- b. Participation in community or school program.
 - c. Presentation through study and discussion of topics of particular local interest.
 - d. Study and dissemination of facts concerning the cost of schools, and methods of raising and expending school funds.
2. Visit the schools and participate in the programs presented through the week.
 3. Cooperate with the school in observing School Open House Day.
 - a. Provide hospitality.
 - b. Assist in conducting visitors through the school.
 - c. Present a program for the day, if desired.
 4. Develop and enhance a reciprocally confident and happy relationship on the part of homes and schools.

Suggested Material for Parent-Teacher Members

1. Become familiar with a day's program of school work as followed out by the child.
2. Ascertain what provision is made in the school program for the health, intellectual growth, social cooperation, and emotional stability of the pupil.
3. Discover how the individual home may contribute to the effectiveness of learning on the part of the child.
4. Learn how the home and school, working together, may function in relation to the community with reference to the welfare of children.

Red Cross Public Health Nursing is celebrating its silver anniversary of service. More than 1,000,000 visits are made to the sick each year, entire communities are inoculated against contagion where disease is endemic, school children are examined and when defects are found they are corrected.

The first course in driver education in a college curriculum has been introduced by the State College of Washington in Pullman. Most school teachers drive cars but not all teachers are expert drivers, nor are they capable of teaching others to drive safely. The state of Washington considers this accomplishment worthy of college credit. Seventy-two miles is the average covered by each student during this three hour course. Twenty hours are spent in the class room and eight hours on the road in a car having dual foot controls.

Practice streets are laid out which present actual driving conditions to the teacher-students: pedestrian crossings, stop signs, blinkers and right and left turns as well as parallel and angle parking. The dual controls enable the instructor to safeguard the operator and any potential victims of

her wrong driving. Correct clutching and braking are readily grasped since the operator may watch the actual movements of the instructor and do likewise.

A Bit of Coaching Philosophy

(Continued from page 77)

Cursing may be considered from three points. First, the very words are "pop-off valve" for bad tempers. Continued use will produce a person who is readily angered. Tongue control usually results in control of the schoolboy passtime of fighting on the athletic field. Often games are lost by some fellow who gets angry. This emotion, like all emotions, should be checked at its source. The group will fall in line if they see the harm of it.

Secondly, it is a means of bolstering up a feeling of inferiority, however hidden it may be. The boy who curses the most, usually does not feel equal to all competition, so he bluffs his way by "tough," bad language.

Last, the English language has over four hundred thousand words, most of which are considered good forms of communicating thought. A fellow may say a hundred profane words during a practice session without their being of any benefit to his mates or adding one particle to his attractiveness. Such a habit is boring to listeners.

Clean play should be ranked before winning. Where is a better chance for character development to be found? The ideals injected into those huskies will remain with them for a life time. A coach with the right philosophy can bring about in his boys a high sense of fairness and honesty by insisting that they display good sportsmanship and stick to the rules of the game.

Group cooperation is learned through team work. With proper guidance the youth discovers that pulling together will get far better results than individual starrng. Many a fine combine has gone through a poor season due to internal dissention. With social consciousness lacking in its members, no organization operated by human beings can be successful. Ours is the chance to bring it out in the form most like real living.

Games, themselves, are mostly unconscious reenactments of life—the greatest of all games. In sports many risks are run, conflict is great and success or failure is attained. The failure of athletics to take advantage of such vital opportunities in developing the best in youth, sad enough, lies with the coaches and physical education directors who have no goal beyond that of turning out a winning team. In which class do you belong? Ours is an honorable, useful profession. Let's improve it!

How We Do It

C. E. ERICKSON, *Department Editor*

Many schools fail to recognize and utilize the program of extra-curricular activities in developing guidance and personnel services. Homeroom sponsors and other guidance workers have not been encouraged to include the extra-curricular activities as an integral part of the guidance program.

These activities are based directly upon student interest and are therefore much more revealing of student interest and student need than are many of the more academic aspects of the school. An effective club sponsor, music director, or dramatics coach is often closer to the real life interests of the students than is any other teacher in the school and can be more effective in guiding students than can the regular guidance workers. An effective guidance program must use these activities and the directors of these activities.

The flexibility of the activities program is important in guiding students. A wide offering, the development of activities in accordance with the interests of the students and the close relationship of the activities program to the problems of students are important factors in vitalizing the extra-curricular activities as an important part of the guidance program. Homeroom sponsors should be encouraged to use these activities as significant experiences in the lives of students.

What interesting activities are being carried on in your school? This department is interested in publishing accounts of programs which are actually being carried on in schools. Send them in.

Radio Education

KENNETH POVENMIRE

*Chairman, History Department,
Mound Junior High School, Columbus, Ohio*

Believing that the radio is an important and valuable tool for assistance in efficient classroom teaching, my principal, Dr. L. N. Drake, suggested two years ago that the History Department of our school study this phase of educational activity and devise means by which our students could benefit most from the use of radio programs. As chairman of the department, the leadership in the problem fell upon me and I have

had a most delightful and interesting time in its study.

We are trying to do five things at Mound Junior High School to promote radio education among our students.

First. We mimeograph a weekly *Radio Program News* which is a guide sheet for pupils, telling of coming programs of value. This sheet was first intended only for the teachers of the History Department of our school, with the thought that they would announce and promote the hearing of programs of value. Soon it was decided that every teacher in the school should have a copy, and now a number of students, especially interested in radio education, receive individual copies.

Second. We do our best to enthuse and urge our pupils to listen to fine radio programs of educational value. We attempt to develop in them a critical sense of what programs are helpful to them in their classroom work.

Third. We give credit in History and Civics classes for well-written reports on approved programs.

Fourth. We publish, in our *Radio Program News*, the names of our students who have written reports on approved program and often a summary of what they have reported. We find this is a means of motivation quite worth while.

Fifth. We maintain always a friendly, interested, sympathetic attitude toward students who desire to discuss with us radio programs they have heard.

We, at Mound, believe that the radio is too important to be overlooked as a tool for the assistance of the classroom teacher. After careful study we found that 82 per cent of our students have radios in their homes. We know that our radio education program is having a steady, healthy growth and that it is of great value to the students who participate in it.

During the year 1936-37, *The News Letter* of Ohio State University, *Ohio Schools, Education by Radio*, *The School Review*, and *The School Executive*, each carried an article about our efforts in radio education at Mound Junior High School.

As a result of these articles, educators wrote and asked to be placed on our mailing list. At

present *The Radio Program News* is sent to thirty schools in the United States, thirteen in Ohio, four in Massachusetts, three in Illinois, two in Michigan, two in California, two in New York, and one each in Kentucky, Kansas, Iowa, and Pennsylvania. This list included four Universities, and a Junior College.

Joint listening projects were carried on between the students of Mr. Robert N. Walker, Johnstown, Pennsylvania, Mr. Theodore Schweitzer, Hilliards, Ohio, and those of Mound Junior High School, Columbus. These listening projects did much to enrich classroom work.

The Radio Program News has awakened in our students an interest in radio as a means of help in classroom work. It is also an agency of making them more socially sensitive, creating in them an appreciation for the fine things in our culture.

The Adventures of Raggedy Ann

EDITH BUNCH

Supervisor of Music, Emporia, Kansas

The intermediate grades of the Kansas Avenue School in Emporia were giving a cantata. Since this was not long enough for a full evening's program and since we wanted the primary children, at least some of them, to participate in some way, we decided that it was up to us to give some sort of a short operetta or playlet. As many of you would expect, that is where the trouble began. Even after looking through endless copies of operettas of various kinds, we found nothing which was just right. Ours is getting to be more and more of an activity program, and a sudden introduction of something entirely foreign to such a program in the way of a formal operetta seemed abrupt, to say the least.

Then one day, the kindergarten teacher remarked about how much her children were enjoying the stories of Raggedy Ann. Idea! The first grade teacher read these stories to her children last year. Perhaps she was doing so again now. Inquiry revealed that she was so doing and that the second and third grade teachers usually did and would be glad to do so this year. Perhaps the ideal thing would be to be able to say to that the children made up the play, the lyrics and tunes, but since we only had three weeks in which to work, we teachers and supervisors decided to give ourselves the thrill of doing some creative work. Accordingly, we chose three of the famous doll's adventures, remodeled them more or less to suit our needs, wrote the dialogue, wrote the verses for the songs, which incidentally were used largely as connecting links between scenes,

and set them to music ourselves. Knowing the possibilities and limitations of our group, we were able to compose our dialogue and our songs to suit our needs exactly. The children reveled in the performance and were much interested in the fact that the play and music were original with us. While it was not a creative project on the part of the children, they were asked for suggestions, allowed to change dialogue, help with staging, etc. Consequently they had a very definite part in the whole thing. The audience was enthusiastic and seemed interested in the fact that we were using our own work. Time? Yes, at least three days were spent in hard work when we might have been enjoying the lovely strains of the symphony orchestra, but even so, we have had a certain thrill of satisfaction which comes through any creative effort and which may help us to better understand the need of giving children similar creative opportunity.

Monthly Open House

AMOS O. DURRETT

*Principal, Senior High School,
Lexington, Missouri*

An enjoyable social event looked forward to by the majority of our student body is the monthly open house held in our combination auditorium and gymnasium.

These open houses are scheduled on Friday evenings from seven-thirty to ten-thirty. The first hour of the evening is devoted to some entertainment on the stage prepared by the sponsoring organization. This entertainment may be a short play or a program made up of varied specialties. The remainder of the evening is devoted to dancing, the music being furnished by an orchestra composed of students under the direction of our music director.

An admission price of twenty cents is charged of all who do not have activity tickets. Attendance is limited to school pupils, former pupils of the school, parents, and faculty members. Refreshments, such as soda water, candy and ice cream are sold at a booth during the evening.

The organizations of our school sponsoring our nine open houses this year are as follows: Sen-

The Assembly Service can enrich the programs of your school. We arrange programs to fit the individual needs of any group.

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ior Class, Junior Class, Freshman Class, Junior High School, Home Economics Club, Girls' Athletic Club, Debate Club, Student Council and the Music Department.

A Music Festival

JOSEPHINE KUIITE

Paw Paw Public Schools, Paw Paw, Michigan

The Paw Paw Training School of Western State Teacher's College of Van Buren County, Michigan, with some of the larger high schools, made arrangements for joint choruses to give a concert. It was decided from the first that it would be for the musical value and not for financial returns.

The first meeting of the directors was held for the purpose of selecting music. It was necessary to select music simple enough for some schools, yet interesting for the more advanced groups. The final selections resulted as follows: three numbers for girls voices, three numbers for boys voices, and three for mixed chorus. In order to reduce the expense of music, various schools exchanged compositions. The second meeting of the directors was for the purpose of interpreting the music and the organization of the combined groups. It was also decided at this meeting that each director would have the privilege of directing this large chorus in one or two numbers, according to her own choice. The third meeting of the directors was for final expressions of the music and the organization of the program. Each director sent in the name, voice and height of each student, thus making it possible to have an organized seating chart.

There was but one rehearsal of the entire combined chorus, which was held in the afternoon following the registration. Each student was given a registration card and a slip which enrolled him in a certain section, row, and seat. This solved all complications of seating arrangements. At the rehearsal each director was responsible for the numbers she would direct. Following the combined rehearsal, each school had a separate room for rehearsal.

In our previous musical contests the competitive idea was so dominating that the musical value was overshadowed, and so in order to make a gentle break, each school gave two numbers, either its entire group or a selected group. This added enough competition to make it interesting. There was no admission charge for the evening's performance, but the people were given an opportunity to help defray the expenses if they desired. The only expense for the festival was the programs and the registration slips.

We have found the music festival a very worthwhile activity in that it broadens the musical experiences of both the student and the director.

An Interesting Assembly

FRANK TOLIVAR

*Morningside High School
Statesville, North Carolina*

It had been the custom at our school to have an assembly program at the close of Negro History Week, at which time some prominent speaker of the community is invited to address the school group on some phase of history. At a teachers' meeting about two weeks prior to this event it was decided that during the past two years the assembly had not served its purpose and had failed to interest pupils. It was decided that the assembly should be a student affair and three teachers volunteered to take the initiative in making the necessary arrangements. These teachers had charge of dramatics, athletics and music, respectively.

As the preparation progressed, many of the other teachers were drawn into the program, and as a result many additional students participated. Much interest was also aroused among the parents as a result of the preparations, and many parents were attracted to the program.

The program was divided into five scenes. The first was a native dance symbolizing a jungle battle. Probably it was caused by the music or the rhythm of the dance but to our surprise there was no laughter. The second scene was a slave auction scene done in pantomime before a costumed chorus, which sang softly and dramatically the appropriate music. The third scene had the setting of a cotton field. The action here was in pantomime before the chorus. The fourth scene opened with one character upon the floor bound with chains and covered with a black mantle. The character struggled with the chains and finally threw them off and at the same time threw off the black mantle, appearing at the end in white and free of chains. The final scene was one in which parts of papers from the English department were read. It was about different men whose character were worth emulation. At the

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beginning of each paper a character would appear upon the stage robed in white and take a position. At the close of the scene there was a semi-circle of these well poised students. The curtain closed and the program ended.

I believe this to be our best assembly program because it aroused interest in Negro history, it helped to set a standard of taste in entertainment, it stimulated the parents to attend programs at the school, and it entertained the entire group of students, teachers, and parents.

Reviving Interest in Girls' Physical Education Classes

PAULINE JOSSERAND

Director of Girls' Physical Education

Oakland Township High School, Oakland, Illinois

The director of girls' physical education has a very definite problem in keeping students interested in those sports that are suitable for high school classes, especially since basketball for girls of high school age is looked upon with disfavor. Captain ball, deck tennis, dodge ball, volley ball, and the other less strenuous games are interesting. With no definite incentive, the summit of enthusiasm is soon reached, and the director finds herself attempting to revive waning interest.

A possible solution that has worked in the Oakland Township High School, where approximately fifty girls are enrolled in physical education classes, is a project called Olympics. The plan was instituted in 1936. Some of the work was carried on during the regular class period, but much of it was done outside class time.

A huge chart bearing the name of each activity in a column on the left was placed on the bulletin board. The girls' names, according to classes, were arranged in alphabetical order at the top, while a space was left at the bottom for total individual and class scores. A point system was worked out, and scores were placed on the chart following the completion of the event. Girls were anxious to earn points both for their individual and class scores. The results attracted much attention, and enthusiasm soon ran high. Each pupil whose points counted had to have passing grades in at least three subjects. Extra points were given to girls who helped keep records. This work was given to the girls who volunteered their services before they knew they would receive credit.

The events participated in included: deck tennis, dodge ball, captain ball, corner ball, end ball, volley ball, fifty yard dash, soft and hard ball throw, basketball throw, bicycle race, soft ball, and tennis.

Awards were given in the spring, a gold medal

to the girl who distinguished herself by winning the highest number of points and silver and bronze medals to those two who were next high. The money for the awards was earned by a program sponsored by a physical education department earlier in the year.

The girls are clamoring for a similar contest this year, so the Olympics promise to become an annual affair.

Curtailling Competition for Grades

H. O. HUNTZINGER

Superintendent of Schools, Eden, Wyoming

In the Eden, Wyoming, school we have made an attempt to eliminate some of the competition for grades. The results of our efforts may be far from perfect, and our methods of attaining our goals and our system of reports may not fit into any other school system. But, nevertheless, we are anxious to pass the information on to others. We hope that this information will be of value to other teachers and administrators.

This report card is the result of four years of experimentation. The grades "S" and "U" were introduced in one subject at a time, and the pupil and parent reaction to these grades was carefully observed. Before these grades were used in all subjects, the merits and the faults of the system were discussed by the members of the P. T. A. All parents, except those whose children made high grades, were pleased with the system. This system of grading necessitates thoughtful work for each teacher to determine the minimum essentials for each subject and for her to plan her course so there will be available an abundance of new, interesting, worthwhile projects for the faster pupils.

We believe that the school has a greater responsibility than teaching subjects to pupils; that the development of personality is as important, if not more important, than the mastery of tools. Personality is sometimes defined as a person's

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ability to interest and influence others. The personality traits listed on the report card are the traits the teachers and pupils can observe during school hours. In high school each pupil rates himself and his associates. In high school the enrollment is small enough that each pupil is personally acquainted with each member of the school. Each pupil returns his check sheet without a signature. These individual ratings are transferred to a master sheet. The report cards are filled out from the master sheet. Below high school level each teacher rates the personality traits of the pupils in her classes. The personality traits given attention are:

- Playing games in groups.
- Going with group of friends.
- Paying compliments to people.
- Telling good stories.
- Refraining from criticism.
- Serving on committees.
- Associating with both sex.
- Doing the disagreeable things cheerfully.
- Participating in school affairs.
- Attitude toward discipline.
- Completing the job.
- Attitude toward criticism.
- Even temper.
- Neat in person and work.

In our system, this method of reporting the pupil's progress has accomplished the purpose for which it was devised. It has transferred the pupil's thoughts from a desire to make high grades to a desire to master the subject. It has practically eliminated cheating. It has improved the group and individual personality, and has almost completely broken up the previously parenial cliques. It has helped to raise the slower pupil in his own esteem, and has helped him to overcome his inferiority complex. It has won for the school the support of the parents of the slower pupil.

Blessed is the man, who having nothing to say, abstains from wordy evidence of the fact.—George Elliott.

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Have You Read These?

BY THE EDITOR

"No matter how repulsive her young man may find the result, the woman of today is hell-bent on achieving the cosmetician's idea of Sex Appeal . . . Women spend more money for beautification than they do for food . . . They would always rather listen to the advice of a good fashion authority than that of a good doctor . . . Many women even in the throes of labor call for a lipstick and a powder puff . . . Perhaps the beauticians may approach the Chinese ideal of a face composed of so many layers of preparations that it resembles a mask. For that—mesdames and messieurs—in their unmistakable goal." Among other things, including references to eye-shadow, artificial eyelashes and finger nails, beauty patches and other grotesquely artificial "beauty helps," so says Barbara Field in "Sex Appeal, Incorporated," in the *July Commentator*. And all of you—mesdames and messieurs—will find this article intensely appealing.

Can you define "corecreation"? Bet you never heard of the word! But maybe you can figure it out by analogy. "Coeducation" means what? Correct! Now, "co-recreation" means what? Correct, again! And this is just what Emory L. Cox describes in detail in his sensible and profitable article, "Corecreation in Wichita," in the May, *Journal of Health and Physical Education*.

"How can one read a newspaper so as to allow for its biases and distortions?" This is one of the most important questions any teacher will ever be called upon to answer, and, also, one of the most important responsibilities any teacher will be called upon to accept. Yes, we said, ANY teacher, kindergarten to university, secular or religious. A very excellent and detailed answer, that should be the basis of discussion and application by any school group, will be found in "Getting Truth From Your Newspaper," by William W. Wattenberg, in *The English Journal* for May.

And a most excellent article to read in connection with the above is Fletcher Knebel's, "The Pontifical Press," in the June number of *Esquire*. The theme of this flaying of pompous reporting

is, "Although the comings and goings of the human race are fairly simple processes and can be described in simple words, the average newspaperman seems to believe he must give his stories an illusion of importance by larding his copy with high-sounding terms." Does Knebel lay them out? He DOES!

In this school the pupils beautify the grounds and classrooms and accept complete responsibility for keeping them neat and clean; they conduct a school store; make, supply, and repair all types of equipment from bookcases to athletic uniforms; handle the few cases of discipline that arise, and do a hundred other things which in most schools are accepted as items in the cost of education. Each year these pupils give about 100,000 hours of work. Here, "The school curriculum wanders over into life, eats big chunks out of it, and comes back into the classroom permanently enriched." This school is in a state which stands third from the bottom on per pupil cost of education, is in a city of 700 population—Ellerbe, North Carolina. By all means read Robert Littell's amazing story in the *June Survey Graphic*.

Living representations of the United States, Japan, Holland, China, Hawaiian Islands, Ireland, Scotland and South America, all in one school building! In a most attractive article, "An International Good Will Tour," *The Instructor* for May, Cleata Thorpe portrays a different (and educative, too) all-school event for pupils and patrons.

"There are almost never any revolts, or sit-down strikes: gangsters, parasites, courtesans, profiteers, and highjackers are not known. They leave these vices to their curious little 'guests'—and to the two-legged giants who peer down at them with such confidence of superiority." Unusual or visionary or something, but true! A most appropriate and interesting school project requires only a simple, home-made ant house, a nest of ants, and a magnifying glass. Donald Culross Peattie tells you all about it in his article, "Fun with an Ant House," in the August number of *Popular Science Monthly*.

School Clubs

EDGAR G. JOHNSTON, *Department Editor*

"RIDING THE GOAT"

From time to time requests come to the club department for suggestions of initiation "stunts." It may be pertinent to make some comment on the place of initiations in a sound club program. In the judgment of the department editor, that place will not be a large one.

The type of initiation which the correspondents usually have in mind is the humorous or slap-stick variety in which the initiate is made to appear foolish to the delight of veteran members. The victim is consoled by the thought that he in turn may enjoy himself in the embarrassment of someone else. At best, such initiations are pointless. At their worst they border on brutality. An imitation of the rough house fraternity initiations of a generation ago, they have no relation to the program the club is interested in promoting and are destructive of sound educational values. The attitudes engendered in old members and initiates alike are those which the thoughtful sponsor will seek to discourage.

Another type of initiation is that which is shrouded in mystery and employs a ritual sedulously guarded from the knowledge of the student body at large. This type of ceremony has its counterpart in the mystic flummery of lodge initiations and secret orders. The popularity of colorful regalia and high sounding titles is evidence that the practice is rooted deep in human nature. Whether the secret orders of adult life serve a constructive purpose in a democratic society is open to question. Certainly the exclusive club has no place in a public high school, and the initiation which is based on secrecy and mystery is to be discouraged. Club membership should be democratic, open to all who qualify. Programs should promote the purposes the club is designed to serve.

Another type of initiation is that which employs impressive ritual, symbolic of the ideals to which the club is devoted. An illustration is to be found in ceremonies for initiation to Hi Y or other service clubs, courts of Honor for Boy Scouts, and investitures for chapters of the National Honor Society. In most cases ceremonies are open to anyone interested. Such initiations may serve to reenforce loyalty to the ideal of the organization and to recognize achievement where

membership or advancement is based on demonstration of skill or persistence. The circumstances under which such ceremonies are appropriate are limited. Most clubs will find it best to devote their energies to carrying out an active and interesting program. The best initiation of new members will in most cases be an early and cordial inclusion in the activities of this program.

AMONG THE CLUBS

The report of the Scott Engineering Society in this issue is contributed by Roy A. Welday. Noma Pearl Reid was sponsor of the interesting Pythagorean Society. Lyman Brooks reports on the Boys' Athletic Club of Tappahannock, John A. Fisher on the Dramatic Club, and Dr. Enid S. Smith of Bethel College on the Botany Club of McKinley High School.

THE BOTANY CLUB

*McKinley High School
Honolulu, Hawaiian Islands*

The students became so much interested in their regular work in botany that they wished to form a botany club, which would continue the work of the class and enlarge upon certain phases of that work. The time was too short.

Representative members of the club asked the principal for the use of a plot of ground not then under cultivation. The matter was turned over to the manager of grounds, who opposed the project, and who besought the botany teacher to dissuade the students in this particular, lest other classes would desire the same privilege and matters would become complicated. The club, after much discouragement, returned to the principal with a written statement to the effect that they would furnish their own tools, hose and seeds, and would not disturb anybody; all they wanted was a piece of ground anywhere.

The club was finally assigned a junk heap upon which rank weeds and thorn bushes were growing. They were told that if they would clean up the thicket and trash, they might have the land for a time, but that they must expect to have their flowers stolen, and that they should anticipate no great success.

The club, however, was determined to see the matter through. They worked out in the hot sun, clearing with their bare hands the rubbish and thorn bushes from their land. A kind-hearted teacher loaned two spades that had been assigned to him for campus work. For a short time the digging proceeded very rapidly, the students taking turns. Some carried rocks with which to border their plots. Presently hand trowels and digging knives were brought, but these proved inadequate, owing to the condition of the soil. They did not seem able to procure tools of the right sort.

Finally, the Agriculture Department loaned the club a few rakes, hoes, and spades, also a wheelbarrow. The students, delighted with this help, proceeded to make fine little gardens. Each cooperated with his neighbor, shared tools and plants, and discussed common problems in planting and transplanting.

Sometimes after the weekends they would return to find some of their plants stolen, or uprooted and left on the surface to perish. There was considerable disappointment and some philosophizing concerning it, since it was so much like other phases of life. Several of the students who had been careless in the past with other people's property now know how these people felt. Plants were carefully replaced, and when seeds did not come up, more money was expended. "I planted my lunch money in there," remarked one student. "I put thirty cents or three lunches into my ground yesterday," remarked another, "but its worth it to see how beautiful they will make the place look when they blossom." And they did blossom, large double zinnias, all colors of the rainbow. It was the first pretty garden, so pretty, in fact, that over the week-end several of the plants disappeared, and finally all were stolen but one plant. "Someone else must love beautiful things," sighed a disappointed student. "If they will only take care of my beautiful plants and love them, I can forgive them." The student replanted his garden, but with something not quite so attractive or easily stolen.

The club contributed flowers to the botany room, also specimens for experimental purposes. When the flowers bloomed more prolifically, they were shared with all the teachers of the school for their rooms; some flowers were given to the hospital, and others were taken to sick students. During week-ends and vacations students came long distances to water and care for their gardens. As they learned more about the care of plants and the difficulty of growing them, they appreciated the campus gardens the more and treated them with greater respect.

Many essential character traits were developed from this hard but interesting project. It was evident from time to time that these character qualities carried over into regular school work, as witnessed by the following representative remarks: "Oh, if you keep at it long enough, you'll surely succeed, even if it is hard at first,—just like our gardens, you know." Or, "You must have vision, you know, to do anything worthwhile, like when we planted our garden on the rubbish heap—we saw a beautiful bed of flowers—it was our dream; but some folks saw only the rubbish and the thorns and said it was of no use." Again, "Now don't be a drudge and just work to fill in time, but be a man of vision and realize what you're making, like we did our gardens—or the one who said that the desert should blossom as the rose."

There was such genuine interest manifested in this particular club project that henceforth it became a part of the regular curriculum. All the botany classes from this time forth took it for granted that they were to raise a garden in connection with the more theoretical work of the class room and be graded partly upon the practical garden demonstration of that work.

A BOY'S ATHLETIC CLUB

*Tappahannock High School
Tappahannock, Virginia*

Tappahannock High School is a Negro school which serves a small Virginia town and the surrounding rural area. Of a total enrollment of one hundred pupils, forty-six were boys. Some of these boys had played various games, but none of them had previously participated in a definitely organized athletic club. There were no funds provided for extra-curricular activities. In fact the boys' athletic club faced not only the undesirable necessity of financing itself but of helping to provide some other essential guidance materials. This club's claim to distinction rests upon the fact that it started with the pupils where they were, with what they had, and made noticeable contributions to sound educational objectives.

The club developed out of the interest of the pupils and was open to all boys. Neither entrance

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or continuing membership was forced. There were as an average about thirty members. The officers were elected each semester. This is a desirable practice here, since in a school of this size there can be very few clubs and hence very few offices.

A very important feature in the success of the club was an enthusiastic sponsor, who found joy in being a companion for the pupils and in guiding from the background.

During the course of the year the program of the club included basketball, baseball, and field events. All members participated in some of these activities. The school, and soon the community, became aware of a growing spirit of cooperation and tolerance among the boys. This attitude gradually replaced the rudeness that had characterized most activities. Thus, the community became interested in the activities of the club. Small admission fees were charged for their games and they were advertised widely. This business side of the club's activities provided a valuable means of guidance.

The boys developed a *my school attitude*, out of which grew an interest in beautifying the school. They voluntarily voted to use the money they had saved, in developing a guidance room. Their work has enriched the life of the school and has done much toward making the school a community center. The habits and interests developed continued during non-school hours and through the summers.

At the close of last school year the sponsor offered prizes to the two members of the club who had shown the best attitudes and sportsmanship in the activities of the club. Each of the thirty members of the club was given two votes to determine who would receive the rewards. It was gratifying to find that over one-half of the members received a few votes and that three tied for the highest number. This brings out the fact that the development of right attitudes and interests was not confined to a few.

THE SCOTT ENGINEERING SOCIETY

Scott High School
Toledo, Ohio

The Engineering Society, although one of our oldest clubs, has not always had such an enviable reputation. However, the club was entirely reorganized last year, and the advisor at that time made it clear that pupils desiring what he termed "The old slapstick" organization might well get into some other group. He states that right away several boys walked out, to his delight and to the club's benefit. The remaining boys organized a serious club.

The membership includes mostly mechanical and architectural drawing pupils, and in their constitution they give as their purpose, "To Advance Knowledge of Engineering." Its twenty-four members elected the usual officers with the addition of a censor, who arranges programs for the meetings.

Three committees have functioned with more than usual success. The Scrapbook Committee has compiled a scrapbook of interesting engineering pictures, drawings, and printed articles. The Paper Committee has "printed" (mimeographed) five numbers of their official club organ, the "Scott Transit."

Every year at Christmas time, different clubs and home rooms at Scott fill and decorate baskets to be donated to the poor. The baskets are judged for their artistic and original decoration. Members of the Engineering Society spent much time building for their "basket" a model of a modern sky scraper. This basket was awarded first prize by the judges.

The meetings of the club occur weekly, on Monday during the 3rd period, which is our "activities" period. A list of programs includes such discussions as, *The Diesel Engine*, *Turbines*, a debate on *Probability of Successful Bombing*, and *Air Conditioning*.

Future activities planned include inspection trips, a dance, and a banquet.

A DRAMATICS CLUB

Missouri Valley High School
Missouri Valley, Iowa

The Missouri Valley High School Dramatics club is not an unusual school club in any sense

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of the word, but it is very active. It is not only entertaining and educational to the members but also to the rest of the high school.

This club was first organized because of an interest in dramatics growing out of dramatic readings used in a public speaking class. A committee from the class asked the teacher about organizing such a dramatics club, and under his sponsorship the club has grown to be the most functional in the school.

The club is made up of four distinct groups: (1) actors, (2) stage carpenters and electricians, (3) stage property crew, (4) costume committee. Although each of the members is allowed to choose the group with which he wishes to do the major part of his work, everyone must do some work with each group.

The high school auditorium stage is under the direct supervision of the dramatics club at all times. There can be no use of stage effects or scenery unless there be a committee from the dramatics club in charge.

The major dramatics offerings of the club during the year consist of two three-act plays, eight one-act plays, and the staging of an operetta in cooperation with the music department. The full length plays are directed by the club sponsor with the assistance of an assistant director from the club. The one-act plays are directed by student directors from the club, with only an occasional word of advice from the sponsor.

One of the chief aims of the club is to have in readiness at all times some dramatic entertainment which can be used by any civic or social organization meeting to which the admission is free. Such plays and dramatic readings are often used at Kiwanis Club, the Business and Professional Woman's Club, and others.

Membership to the dramatics club is not limited, except by points earned. Anyone in the upper three grades can become a probationary member and will be taken into full membership as soon as the standards are met.

Because the dramatics club started as a student project and has been kept democratic and because it is of real value to the members, the school, and the community, the writer considers its success outstanding.

THE PYTHAGOREAN SOCIETY

Dearborn High School

Dearborn, Michigan

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terested the children and several read more about him in the library. In their readings they found references to other great mathematicians and gradually became aware that these were real and interesting people.

The secret society and school which Pythagoras founded and which he divided into two classes, listeners and mathematicians, was of special interest to them. They decided to form such a society and continue to study great mathematicians of history.

They set up the following rules to govern their club:

1. All students of Dearborn High School who have studied the Pythagorean Rule are eligible.

2. The club shall be called "The Pythagorean Society."

3. The Pythagorean Society shall meet every two weeks.

4. The symbol of the club shall be a large red paper, star-shaped pentagon, which members may wear only on meeting days.

5. The president and secretary shall be chosen by the club and shall use the names, Pythagoras and Archimedes.

6. Candidates for membership shall find a "just for fun" problem or puzzle in a book, newspaper or magazine and present it at a meeting for the members to solve. Unless it is immediately solved, the candidate shall appear at the next meeting and then if no members are able to solve it he must explain the problem in the same way that Pythagoras made his new members contribute something worthwhile to the development of mathematics in his time. If such problem is satisfactory, the candidate shall then be allowed to choose the name of a famous mathematician of history and at the next meeting (usually the third) report why he has chosen the particular name and why he admires the man. Henceforth the candidate shall be addressed by that name.

7. Mathematical "fun" initiations shall be held at convenient times.

8. At the close of the year all new members' names shall be added to the scroll of honor at an impressive ceremony.

The scroll and many mathematical games were made by students. Meetings consisted of "just for fun" problems and discussions of the lives of men who had contributed to the growth of mathematics with humorous incidents especially emphasized. Present day newspaper articles, etc. were often brought to the club and discussed. The club had to meet after school because the advisor already had charge of all the Girl Scout clubs which met during activity periods. What was thought by her to be only a temporary interest on the part of

students was found to be permanent. The eighth grade pupils were always the most active, but as the members grew older most of them maintained their interest. The red stars reminded them of the meeting, and the room was always full.

Mr. Roscoe Pulliam, in an article on competitive school athletics published in Extra Instructional Activities of the Teacher, says: "If inter-scholastic athletics can be kept from obstructing or embarrassing the more important work of the school, we can properly afford to accept the values that are claimed for them. When the predominating interest is that of a sporting event, when athletics appear to the public in exactly the same light as professional baseball games or prize fights, their very existence is inimical to the larger interests of the school. So long as the sporting interest in athletics is kept subordinate to the educational interest there is probably no great danger, however popular the contest may become. When the contests do become very popular it sometimes requires rare courage to insist that educational interests remain paramount. School athletics can be justified only so long as educational interests, those of the old school and those of the participating players as well, are made the predominating aim."

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Stunts and Program Material

MARY M. BAIR, *Department Editor*

OCTOBER CALENDAR

Groups or individuals interested in the project method of presenting study or activity find that October offers numerous suggestions for entertainment. Playlets, stunts, dramatizations, any clever form of presentation, will prove an incentive to actor and audience for a wider knowledge concerning persons and special days belonging to October.

Distinguished persons whose achievements are of such importance that each is deserving of recognition are so numerous, that to be represented, each project must choose several and then work out the entertainment in keeping with the types chosen.

The detailed suggestion for a Science Number is given as an example only. A variety in entertainment can be worked out in connection with any of the names and dates mentioned in this calendar.

The lives of two men, each outstanding in the field of medical science, should furnish inspiration for any group. William C. Gorgas, Surgeon General of the United States Army and sanitary engineer, freed Havana and the Canal Zone of the dreaded yellow fever. Dr. Edward Livingston Trudeau was the first to discover the rest cure for patients suffering from tuberculosis.

Show one scene or many from the interesting yet widely different lives of these two men. Pictures, pantomimes, readings, playlets or lectures can be made entertaining and educational. Panama as it was before the disease was conquered, the natives, the explorers, the sickness, the ruin; then that country as it is today, the visitors, the resorts, industries, playgrounds give a marked and startling contrast.

In a climate just the opposite to that of Panama (scenic beauty but the temperature from forty to fifty below zero,) we see Dr. Edward Livingston Trudeau. Picture this humanitarian as he was; show that little red house in the Adirondacks, sheltering Dr. Trudeau's friend who, as he lay with a broken leg, slowly regained health once lost to T. B. Tell how this enforced rest was the first key to the now well-known "rest cure." Show the old time method of treating T. B.—light diet and excessive exercise; then the new

method—much food and no exercise. Tell something of the sanatoriums, the nursing homes and hospitals which not only make the famous resort towns near the Trudeau Sanatorium but hundreds of other towns where complete cures are being made each year.

As the lives of the above mentioned scientists are studied, the types of educational entertainment relative to their achievements will be found so fascinating that a choice for only one program will be difficult indeed.

October gives wide variety in history. Columbus Day (October 12th) comes first in navigation and discovery.

The time of John Adams, second president of the United States, to Rutherford B. Hayes, 19th man to fill that position, covers such a long period that changing conditions would be interesting to follow. Though the interval between the administrations of Chester A. Arthur and Theodore Roosevelt was not so long as that between Adams and Hayes, the conditions under which each served are widely different and of interest to both faculty and students. Note the numerous types of program as suggested by the lives of William Penn, founder of Pennsylvania; Miles Standish, colonist, diplomat and author; Edith Cavell, British Red Cross nurse executed by German military authorities; and Ferdinand Foch, Commander-in-Chief of the allied armies during the World War.

Classes in art, music and drama could combine in presenting interesting episodes in the lives of outstanding painters, composers, singers and actors. A tableau of the famous painting, *The Angelus* by Jean Francois Millet; an impersonation of Jenny Lind; an excerpt from one of the operas of Giuseppe Verdi; a bit of composition from Franz Liszt; a brief sketch by students impersonating Sarah Bernhardt and Eleanora Duse are mere suggestions.

Many schools make much of "Riley Day," but why not encourage students in literature to write and present a Virgil program, or one of Chaucer, Colerage or Keats?

The Hi-Y could find no more interesting and instructive subject for a project than in the life of Sir George Williams, founder of the Y. M. C. A. Such a project, combined with informa-

tion concerning outstanding Christian leaders—William Tyndale, English reformer, martyr and translator of the Bible; Jonathan Edwards, theologian and author—could furnish material for numerous programs.

Build entertainments around the achievements of Noah Webster, George Bancroft or Lord Macaulay, whose names are well-known to all students.

Fire prevention day falls on October 9th and should furnish many ideas for programs where safety is the theme.

Hallowe'en suggestions are legion. The market is flooded with plays, stunts and skits. Each year we find this material grows more and more toward a sane and safe way to celebrate this interesting and unique holiday.

THE BLIND MEN AND THE ELEPHANT

Use the old Hindoo fable for a stunt. Two boys wear an "elephant costume" as used in the school circus. One boy acts as the animal trainer, one girl reads the prologue and a part of the lines. Six boys act as blind men; one boy, dressed as a clown, assists the professor, who wears a cap and gown.

The girl, dressed as a bareback rider, comes on. She makes an elaborate bow and repeats, earnestly:

"I pray you look and listen while
Our fable we unwind,
Refrain from shedding salty tears—
To smiles be not inclined.
Please try to understand the plight,
Then pity if you can
Each poor blind freshman as he tries
To reason like a man."

The elephant, led on by his trainer, takes position at center stage. The girl repeats:

"These boys, like men of Indostan,
To learning were inclined.
They went to see an elephant
(Though all of them were blind)
That each by observation
Might satisfy his mind."

The six men, blindfolded with strips of bright green cloth, and tapping their way with canes, wander onto the stage. As the girl repeats four lines, the first "blind man" follows directions as indicated by the poem. Girl repeats:

"The first approached the elephant
And happening to fall

Against his broad and sturdy side
At once began to bawl:"

The man, in feeling the side of the elephant, causes the animal to rock from side to side, the trainer jumping first to one side then the other. The "blind man" stumbling on all fours cries out:

"God bless me but the elephant
Is very like a wall."

Each time the girl reads lines the men act out the poem in as ridiculous a fashion as possible and each repeats his own lines as given in the poem. The one who feels the tusk and thinks it a spear may be badly frightened.

The third, in feeling the trunk, must drop quickly and jump back when he feels that he has touched a snake. The fourth should be quite



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happy in his discovery of a tree. The fifth, most vehement in his declaration of the elephant's likeness to a fan, and the sixth, equally satisfied in his own opinion as he "seizes the swinging tail" that the elephant is "very like a rope."

During the performance the girl dashes about the stage, reading lines from one position then another. The trainer must have all he can do to hold the elephant as it becomes nearly unmanageable with all this going on. The blind men argue in loud and angry tones as the professor, wearing cap and gown, enters. The argument dies down somewhat as the professor walks about observing the men and the elephant. The girl repeats:

"And so these freshmen, every one
Disputed loud and long
Each in his own opinion
Exceeding stiff and strong.
Though each man was partly in the right
And all of them were wrong!

She looks up and sees the professor

Then Dr. Knowledge overheard
This quarreling round on round"—

The professor repeats:

"They are not really blind, me thinks—
By ignorance they're bound!
I'll operate on each of them,
Make education free.
Then through the education way
Each blundering man shall see."

As he talks he is removing the bandages from eyes of the "blind men." The clown, following him, gives each man a large book. The argument stops abruptly; the men look into the books, nod wisely, then shake hands all round.

The girl once more takes center stage as the elephant "sidles" back to make room for her. She makes another elaborate bow and repeats:

"We thank you for your patience here,
Your understanding too.
We hope that through our little play
Some light has come to you.
Wise men are never in the dark
Since knowledge makes them see.
Get wise to you and you and you
For wisdom sets you free."

As she makes her final bow, each "blind man" is deeply engrossed in a book and the curtain falls.

Note: The complete poem, "The Blind Men

and the Elephant," can be found in many collections and in any library.

Even though the above is a "stunt with a moral," it is not in the least "preachy," but is ridiculously funny if the performers will exaggerate and act the parts in the most ridiculous way possible.

KNEADING THE DOUGH

The following may be used to "pep up" one or any number of activities. It is quickly worked up, but with sincere effort on the part of each individual and group represented it champions cooperation, loyalty and school spirit.

The suggestions here are merely suggestions. Set a different stage if desired, use smaller or larger cast, introduce other groups, other features, more lines and more business. In other words, use this as a foundation, then "build the skit" in keeping with your particular school.

Scene one shows the Superintendent and the principal in conference. From their conversation we learn that each activity group is jealous of every other activity group. This lack of co-

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operation together with a lean budget shows there may be no football, basketball, band, dramatics, school paper or annual.

As a babble of voices and much confusion is heard we realize that the student body is conscious of the subject under discussion.

The coach enters, followed by many boys. He is speaking above the babble: "Of course you want to play football, the school wants you to play football, the town wants you to play football, but any activity takes money and," but he is interrupted by the boys: "Sure, but look at the gate receipts, look at the—." The boys are interrupted by the Superintendent: "How about uniforms, how about equipment, how about—."

There is much confusion as girls come rushing on. They are all talking at once and the Superintendent raises his hand for quiet.

Superintendent to girls: "Of course you want to play basketball, the town wants you to play basketball, but how about uniforms, how about—"

Girls interrupt: "Yes, but look at the gate receipts."

Coach: "You have to have a game to get anything at the gate!"

General Echo: "Well, we'll have a play. Why, last year that play made—"

But this speech is interrupted by members of the dramatic club as they rush on, led by their leader. Out of the general confusion we catch a word, a sentence: "No, we won't give another play to keep athletics out of the hole. Who bought all that football junk last year?" etc., etc., until the Superintendent raps on the desk.

Superintendent: "What we need is school spirit—do you hear, SCHOOL SPIRIT. Why can't you groups get together and—"

But these interruptions continue until we have seen and heard band group, journalism and annual group, each arguing its own cause. Athletics won't give in to dramatics and dramatics won't keep athletics; journalism won't give a write-up to the band and the annual has made its last donation in pictures or advertising to "any old group." The Superintendent and the principal walk back and forth across stage, back and forth, hands held to shaking heads. The confusion grows until the coach's voice is heard shouting.

Coach: "Pipe down—all of you, keep your shirts on! We'll manage athletics somehow, we'll get through!"

Band: "Well, we're not playin' at your games unless we get new uniforms."

Dramatics: "And were not givin' a play to pay for your blasted old suits."

Much laughing and shouting from all but football group.

Crowd: "Yeah! Keep yer shirts on! Yeah, we'll get the dough!"

The Superintendent stops walking as he is struck with a possible solution to all this trouble.

Superintendent: "Dough, that's it, you need the dough. Well, to get a wholesome loaf out of all this mess you'll have to knead the dough—coax it and pet it along—get me? Now I'm going to appoint a committee from each group and we'll get this thing settled—we need the dough!"

The next scene shows the same group, entrances in the same order, but now all is good humor, back slapping, "Atta boy," "Put 'er there," etc. As words, sentences and phrases can be heard we learn that plays were produced, games were played, paper printed, annuals sold, band concerts given, trophies won, equipment purchased and a balance placed in the school bank.

All this knowledge is gleaned as we learn that a budget-plan ticket was made popular by each activity being represented. That if a buyer preferred to pass up a play and take a guest to a game he could do so by having the play date punched out on his card, thus gaining two admissions to a game, or the game punched out and two admissions to a play or concert allowed. We learn that the system worked so well as to have attendance at all functions equally distributed.

The budget committee, having a reasonable idea of amount of funds at its disposal, could make

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definite plans for popular prices. Games, plays, concerts, annual and school paper were within reach of all students. Advertising was so well managed that town's people not only attended games, plays and concerts, but were quick to support any activity sponsored by the school.

Then, that a surplus might be created, a carnival was given, a movie sponsored, a New Year's costume ball was held, and a May Fete given, the funds a substantial guarantee against any lack of co-operation the coming year.

The scene ends with the Superintendent, Principal, sponsors, coach and directors in happy conversation as the cheer leader jumps to a table, talks for a moment on school spirit, "kneading the dough" and how the school got the dough. We hear a yell for each separate group and then the rousing school yell.

CALLING ALL SCHOOLS

By Joy C. Baker

Characters

THRILL HUNTER (red suit).

SAFETY (shining robe and crown).

A BOY.

A GIRL.

GHOST CARELESSNESS (sheet, costume)

WIZARD FOOLHARDY (tall hat, hunchback, hideous mask).

GOBLIN MALICE (brown suit, hideous mask).

SUDDEN DEATH (black robe, white chalked face).

JACK-O-LANTERN (small boy, head and body concealed in jack-o-lantern made of large pasteboard box covered with orange paper. He operates two flashlights for eyes in such a way as to make his jack-o-lantern at times pop-eyed, then one-eyed.)

Time: Halloween.

Place: A street lighted with jack-o-lanterns. Jack-o-lantern, d. r., is seated on floor. His feet do not show.

THRILL HUNTER (*entering u. r., megaphone at lips*): Calling all schools! Calling all boys! Calling all girls! Come out! Dangers are abroad! Seek them! (*Repeating call, exits d. l.*)

SAFETY (*entering u. r., megaphone at lips*): Calling all schools! Calling all boys! Calling all girls! Warning: Dangers are abroad! Shun them! Escape them! Calling all boys! Calling all girls! Come out! Come to Safety's Masked Parade! Have Fun! (*Repeating call, exits at d. l.*)

(*Boy and girl run on u. r.*)

GIRL: It's Halloween! Ghosts and goblins are about, and witches plan weird pranks.

Boy (*laughing boastfully, displays a wire*):

They'd better not monkey with me. I've mischief of my own to do. Plenty of it!

GIRL: What?

Boy: Help me stretch this wire across the street. It'll give somebody a grand tumble.

GIRL: But aren't you afraid—

Boy: Afraid, pooh! Tonight's Halloween. Everything goes!

GIRL (*tying wire*): All right. Let's hide and watch. (*Runs toward large signboard u. r.*)

Boy: No, let's set some more traps. We'll come back later.

GIRL: But aren't you going to the Safety Parade, then to the funny stunts later?

Boy: Not me! That's for kids that might get hurt in the dark. Sh-h-h! Here comes someone. Hurry! (*They scurry behind the signboard and peer out, grinning.*)

THRILL HUNTER (*entering d. l.*): Calling all dangers! Calling all dangers! Girls and boys are

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abroad tonight. Snare them! Trap them! Let none escape! Calling all dangers!

(A ghost, a wizard, and a goblin rush in u. r., howling and snarling, followed by Death, who stalks along silently. Faces of boy and girl frightenedly dart back behind signboard.)

THRILL HUNTER: You claim to belong to the Danger Family?

THE DANGERS (Moaning): We do! We do!

THRILL HUNTER: Prove it then. You! (He points to the ghost.) What boys and girls have you snared tonight?

GHOST CARELESSNESS: I am Ghost Carelessness. A boy and a girl were riding bicycles at dusk tonight. Without lights, of course. I saw to it that neither one looked where he or she was going. They rode headlong into each other and were knocked off their bicycles. They go about limping now, limping and limping.

THRILL HUNTER: Fine! And you, Wizard Foolhardy?

WIZARD FOOLHARDY: I egged a gang of boys into breaking street lights. While running from the police, two of the boys stumbled and were injured so they can't play football this year.

THRILL HUNTER: Ha! Ha! And you, Goblin Malice?

GOBLIN MALICE: I persuaded three girls to lean a ladder against the window at the home of an old lady so they could scare her. They were getting even with the old lady because she asked them not to steal her flowers. The ladder crashed, window glass cut the girls' faces.

THRILL HUNTER: Ha! Ha! That's the proper spirit. And you, Sudden Death!

(Boy and Girl peer out again, horrified.)

BOY (aside to Girl): We must stop this. I'll run for Safety. She'll stop these Dangers!

SUDDEN DEATH: I am the greatest of all dangers. Honor me! I will be busy tonight. Just now two speeding automobiles have collided and the drivers and passengers—

BOY: Safety! Safety! Come! Quickly! (He trips on the wire. The Dangers pounce on him and start to drag him off the stage u. r.)

THRILL HUNTER: Ha! Ha! He should call for Safety, indeed.

GIRL (rushing from behind board): Help! Help! (Jack-o-Lantern reaches an arm from the top of his box and strikes Thrill Hunter, who goes down on the floor.)

SAFETY (entering d. l.) Dangers! Safety commands you begone! None of you! (They cower and slink off stage.) Come with me. (She lifts Boy and takes Girl's hand.) We'll go and have

some fun. Real fun! (Jack-o-Lantern hops up to go, too.)

BOY AND GIRL: Real fun, hooray! Safe fun! (They follow Safety, Boy limping.)

SAFETY (with megaphone): Calling all schools! Calling all boys! Calling all girls! Come out! Play with Safety! Calling all boys! Calling all girls! Play with Safety! (All exit u. r.)

Girl Scout Training as an Approach


(Continued from page 67)

plan of progressive training. This approach is worth keeping in mind no matter what may be your extra-curricular problem.

*See "Value of Participation in Extra-Curricular Activities to the Prospect Teacher," Leonard N. Wright and David F. Votaw, School Activities, February, 1936.

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Parties for the Season

MARY HELEN GREEN, *Department Editor*

INDIAN SUMMER RESERVATIONS

Indian summer is one of the most pleasurable features of the fall season. This is sufficient reason to make reservations for a social gathering either indoors or out-of-doors—and, if you please, one with an Indian theme.

The weather is ideal for a picnic, and the trees in their autumn hues beckon—request the presence of all nature lovers. Arm bands on which are painted Indian symbols or tribal names will be a means of dividing the crowd into smaller groups for games or dances.

For games, what could create more interest than a chance to show skill in archery? Then after a delectable picnic supper there should be Indian war dances around the campfire—dances to the rhythm of the war cries and the beating of the drums. The green corn dance and the sun dance are suggested.

For an active game play:

REDSKINS AND PALEFACE

All the Palefaces form a line each placing his hands on the shoulders of the one in front of him. While the Redskin with his Indian head-dress attempts to catch the last one in line the other Palefaces make every effort to protect him. If caught he becomes a Redskin and assumes his duty of catching the next one in line. The first Redskin attaches himself in the hand-on-shoulder fashion and although speed is reduced the two must now run together. Continue until the peace pipe is smoked.

Indian folk tales, myths, and stories around the fire will end the evening's program.

The atmosphere of haziness which surrounds Indian summer does not carry over into a party of our "contemporary predecessors." The theme suggests so many possibilities that the selection rather than the seeking of ideas is the problem. Solve it.

Any one, two, or even a dozen symbols may feature in the invitations, place cards, programs, games, favors, menu, and even toasts. Because each symbolic design has a definite meaning they may be used as fortunes for the guests. For the central theme the swastika (good luck,) crossed arrows (friendship,) arrowhead (alertness,) sun rays (constancy) or sun symbols (happiness) may

be used. These suggest ideas for the placing of tables for refreshments if the room is sizable. Some other symbols suitable for fortunes are:

Cactus flower—courtship.
Horse—journey.
Rattlesnake jaw—strength.
Rain clouds—good prospects.
Morning stars—guidance.
Raindrop—plentiful crops.
Hogan—permanent home.
Big mountain—abundance.
Eagle feathers—chief.
Thunderbird—bearer of happiness unlimited.

The true Indian colors which are bright red, rust and brown black do not limit the color possibilities. Brown tones on cream colored paper are also effective.

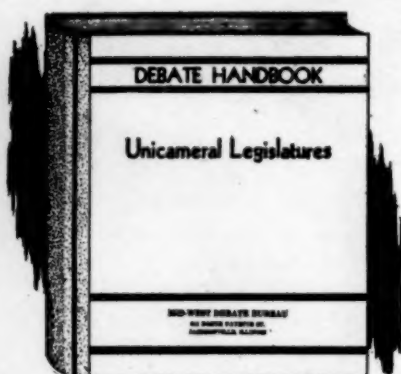
Room decorations may be Indian blankets, pottery and floor tepees with a chieftain himself-standing at the entrance. A small war dance centerpiece, table size tepees, canbes on purse size mirrors, and smaller tepees mad from cone shaped paper drinking cups suggest the table decorations. Pine boughs adequately provide suitable continuity. Use Indian maize (candy corn) in the canoes or in the nut cups under the smallest tepees. From experience it has been discovered that poles for the smallest tepees may be made from surgical applicators held by adhesive tape. Poles for the larger ones may be made from balloon sticks or round shoe trees. Cup candles for light or mild incense in a small quantity adds atmosphere. It is better to keep incense at a distance and not on th tables, for it is offensive to some people. Feathers, totem poles, tomahawks, drums, Indian dolls, bows and arrows—all deserve consideration.

Attractive additional favors are coasters or plaques made from either cork or wood. Indian designs or symbols hand painted on a three-inch circular piece of cork make a favor that is novel and that will be appreciated especially.

For a program try a stunt, "Little Hiawatha," such as suggested by Walt Disney, also favorite Indian songs. Who is there who tires of the Indian Love Call?

Any good entertainment book will provide Indian games, but why not make your own? Suggestions are:

DEBATE MATERIAL



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This year the MID-WEST DEBATE BUREAU is offering four complete debate services on the National High School Debate question. These four services are:

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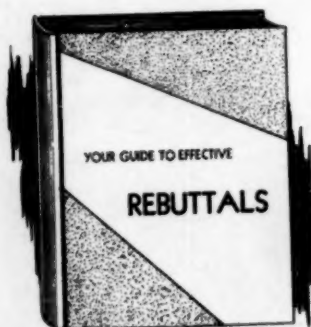
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A HALLOWEEN FROLIC

ALICE C. FULLER

Make the invitations to this frolic by pasting black witch silhouettes on plain white cards and painting in a background of lurid clouds. On the blank space below write:

Oh, come and join in witching fun

And with the Goblins play.

The hour is eight—the time, P. M.;

The thirtieth's* the day.

Address Name of Hostess

Decorate the rooms in black and orange crepe paper festoons, with spruce branches in occasional corners on which perch black pasteboard owls. A frieze of yellow-eyed black paper cats parade, purr, hiss and spit along the borders of one room near the ceiling. Pin wicked witches of crepe paper to door and window curtains. Floating from crisscrossed threads near the ceilings, black paper witches sail gaily along on their brooms as air currents from doors and windows set them flying.

Immediately upon the arrival of the last guest announce the first "event." This is the:

Thirty-inch Dash: This contest is to determine who can first reach and eat the marshmallow attached to the end of his thirty-inch string. Hands held behind them, all contestants at a given signal begin chewing. Anyone discovered using artificial aid (resting marshmallow on table, etc.) is penalized and has to begin again at the end of his string. The winner receives a fat grinning marshmallow pumpkin. The consolation prize is "A little more time" in the form of a tiny toy clock from the "five and ten."

The Peanut Race comes next. The peanuts are placed on a large plate at the end of the "track." The nuts are deposited in a large bowl at the other end. The nuts are lifted and carried on a table knife. The contestants work in pairs. One minute's time is given to each couple. The winner is the one carrying the largest number of nuts in the given time. A tally is carefully kept. The prize is a fancy box filled with peanuts. The consolation prize is a huge peanut dinner favor inclosing three tiny "tar babies" representing the

original "three little niggers in a peanut shell."

The Standing Broad Grin is the next event. Captains are appointed. These two choose as for "spelling down." The contesting lines face each other. No word is allowed to be spoken. No sound of laughter is permissible, just plain grins. Anyone is privileged to go through any kind of performancy to make his opponent "grinner" laugh aloud. The one longest retaining a noiseless grin is declared the winner, the others being ruled out as they laugh. The winner is presented with a tiny mirror.

The Witches' Journey comes next. Each guest is given the name of some article representative of the season as broom, straw, bat, witch, cloud, wind, cat, etc., and the Story Teller describes a "witching" journey. As the name given each person is mentioned he must arise, turn once around and seat himself. As the story progresses the fun becomes fast and furious. Whenever the word "witch" is pronounced everyone has to rise, turn and seat himself. "The witch flew away" is a signal for a general change of seats, in which the Story Teller takes part. The person left without a chair tells the next story. True, this game is noisy but it would be impossible for stiffness and formality to last in a group playing it.

Decorate the refreshment table with a huge

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Published by

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*Halloween this year comes on Sunday. For this reason the thirtieth, rather than the thirty-first, is used.

hollowed pumpkin filled with apples. Carve jack-o-lantern faces on four sides. Its base, a mirror plateau, is edged with autumn leaves. Relish and bonbon dishes each rest on a huge maple leaf.

The place cards are black cat silhouettes with the names written in white ink. The menu cards are squares of black bristol board with a cat's head in silhouette cut at the top and the face marked in white ink. The menu, also is written in white with the emphasized syllable heavily shaded:

GOBLIN'S

Sand-WITCHES.

OWL-ives.

BAT-avia Salad.

Jack-O'-Lanterns (wafers with faces drawn with chocolate.)

CAT-awba Grapes.

Apples.

Cocoa.

Candies.

Any gelatin salad may be used. Cut a bat from green pepper and lay it in the mould before pouring in the salad. This will give point to the name.

The prizes are of such small value that no envy of the winners will be felt. There will not be an unoccupied moment for any one, therefore even the shyest guest will forget himself in the enjoyment of the evening. Though all of the games are appropriate to the occasion, none are such as might spoil clothing.

THE AUTO SHOW—

A SELF STARTER

The National Auto Show which will be held at the Grand Palace in New York beginning October twenty-seventh will be a high point of interest for the majority of school boys.

A party already motivated in such a way will be in itself a self starter. So many of our social functions are girl-planned. Why not let the boys be more prominent in planning this one? They may surprise the guests by giving the party the new styling of the season. By securing the proper license, oiling and greasing for smooth running, filling with gallons of high test gasoline—enough to last throughout an evening—there will be a guarantee that there will be no reverses, no knocks, no back tracking, no traffic jams, and no back seat drivers. The guests will be held in the clutches of the hosts.

For invitations, attractively colored pictures of cars may be pasted on a piece of mat stock. Before pasting, open the door of the car and prepare an invitation to the Auto Show to be inserted in this door or printed on the mat stock on which

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the car is pasted. Who is there who would not accept an invitation to the Grand Palace Show Room?

There are dozens of games suggested by such a party. The boys probably will not need any assistance but in case they do here are a few suggestions:

Decorate the show room with cars of whatever sizes are available. Representatives of these cars describe their merits, the more ridiculous the conversation the better. On the walls place pictures of cars. As the guests enter give them car literature, in this case a sheet of paper on which they may write the titles to the cars as they recognize the makes of those pictured on the wall.

State car licenses drawn to scale and accurately designed and colored—the state name being omitted—make a good guessing game.*

Another test of one's powers of observation is in identifying drivers' licenses. Print and fill in a license for each guest giving height, sex, coloring and weight. Omit the name and possibly the age. The guests may be surprised how little they know about their friends.

Parts of a car provide adequate material for a guessing game. For example:

1. Necessary to a couple to be married—
2. Kind of crop desired—
3. A beginner—
- 4 To strangle—
5. A head covering—

ANSWERS

1. License.
2. Bumper.
3. Starter.
4. Choke.
5. Hood.

Add to this list.

Where space permits, "kiddie car" races with strict traffic rules enforced by stern traffic cops cause much merriment. In a smaller place toy autos may progress according to some plan such as drawing numbers. A group never grows weary of the old race of cars whose wheels are made by four boys. Flat tires are inevitable.

With only a small amount of extra effort an effective way of presenting favors or possibly part of the refreshments is to build an automobile large enough to contain them. Some one in the community may have one to lend. If not, cut the two sides including wheels from black cardboard. Connect by tacking wheels to wooden stick axles. Lay on these axles a floor board the full length of the car. Place wooden reinforcements at in-

tervals on the upper part of the car, covering all but the back sections with cardboard. For a final covering use a strip of window shade letting it flap loosely at the back of the car. Refreshments are served from this end. By adding a windshield, license and other accessories this convertible car is given reality.

Automobiles suggest outings and outings suggest picnic food, but that, of course, is optional.

Individual cars may be made from the refreshments themselves. Axles which are confection sticks hold together wheels made of sliced gum drops. Rectangular or square wafers serve as the body of the car and hold a slice of brick ice cream. Nuts are necessary to all cars!

The best of shock absorbers will be needed when the guests realize how fast the time has skidded by. By this time all ought to know his autos.!

Note: From time to time PARTIES FOR THE SEASON contain usable ideas for the spring junior-senior banquet. Keep SCHOOL ACTIVITIES on file for future reference.

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School Activities Book Shelf

OCCUPATIONS, by John M. Brewer. Published by Ginn and Company, 1936. 622 pages.

Pick up this book in your leisure time and you will not lay it down soon. Its illustrations will fascinate you and prompt you to read the attendant text material. The author has given schools much to think about. He has presented a view of vocational opportunities that will stimulate young people and their advisors to a serious and sound consideration of the types of life work offered our growing generation.

This is a textbook written by an author with two chief objectives in mind—emphasis on the social aim of vocational guidance and simplification of the matter of vocational choice. It would seem that general acceptance of this book for classroom work and guidance club use would result in realization of both those objectives in a big way. Schools should not overlook this title.

THE GAME WAY TO SPORTS, by Atwood Reynolds. Published by A. S. Barnes and Company, 1937. 210 pages.

This is a book of lead-up games for the ten sports that are most frequently played in our schools and colleges—baseball, football, basketball, swimming, soccer, volley ball, tennis, golf, field hockey and ice hockey. The author has analyzed these sports into their major elements of technique and these games are based upon those elements. Where time to play, size of playing field, and under-ageness of boys and girls are problems of the coach and supervisor of play, this book will meet a great need. Coaches of competitive sports will find these minor games a welcome relief to players from the tedium of continued practice and an effective means of teaching the details of expert playing.

EFFECTIVE SPEECH, by Dwight E. Watkins and Herbert F. de Bower. Published by Markus-Campbell Company, 1932. 6 volumes, 420 pages.

This is a complete course in public speaking, including such related material as might properly come under mental training and development of personality. Anyone interested in public speaking will be fascinated by this set of books. They

are interesting reading. The style of the authors is vigorous and their logic is convincing. They have made the books highly practical by building them of such units, as deal with specific speech situations, as well as with the various general phases of effective speech making.

These books are printed in large type for easy reading. They are clearly organized, titled, and sub-titled for convenient taking up and leaving off. Anyone who speaks before groups or who is taking a course in speech will find this set of books immensely interesting and helpful.

THE JUNIOR HIGH SCHOOL, by Ralph W. Pringle, Professor of Education, Illinois State Normal University. Published by McGraw-Hill, 1937. 408 pages.

This is a psychological approach to the solution of junior-high-school problems. It deals with selection and organization of subject content, methods of presentation, extra-curricular activities, pupil control, and lines of advance in the junior-high-school movement. It includes an historical introduction, a discussion of the psychological basis of junior-high-school education, a statement of arms and functions, and a treatment of the consequent program.

A matter worthy of particular notice regarding this book is the fact that the author recognizes two distinct groups—pre-adolescents and early adolescents. Similarly, the author has treated other problems that have developed, or shown themselves, with the growth of the junior-high-school.

DRIVE AND LIVE, by James A. Fitzgerald, Carl A. Hoffman, and John R. Bayston. Published by Johnson Publishing Company, 1937. 288 pages.

The material in this book is specifically organized and presented to fit the courses in safe driving now being rapidly introduced in schools throughout the country. In it we find thought provoking problems and questions, well-chosen tables, impressive graphs, and dynamic cartoons—all worked into easily readable text material in a most fascinating way. This book will indeed be a "life saver" wherever it finds its way into clubs or classes established in an effort to solve the big problem of our motor age.

RHYME AND REASON, by Louis L. Cardozo.
Published by Thomas Nelson and Sons, 1937.
500 pages.

This is a book of poems selected by the author with the purpose of developing in children the love of poetry by presenting such selections as will have appeal, without the "doubtfully helpful assurance to the recipient that 'Here is something exquisite'!" Mr. Cardozo's comments on the various poems and their authors are enlightening and add materially to the reader's enjoyment of the poems, but those comments make up a very small part of the book. Generally, the poems are allowed to speak for themselves.

This volume contains more than one hundred and sixty poems. A few of the more familiar ones are: Danny Deever, by Rudyard Kipling; Jest 'Fore Christmas, by Eugene Field; God's World, by Edna St Vincent Mallay; To Autumn, by John Keats; When the Frost Is on the Pumpkin, by James Whitcomb Riley; Annabel Lee, by Edgar Allen Poe; O Captain! My Captain!, by Walt Whitman; The Man with the Hoe, by Edwin Markham; In Flanders Fields, by John McCrae; She Walks in Beauty, by Lord Byron; The Deserted Village, by Oliver Goldsmith; and Paradise Lost, by John Milton.

An Approach to Extra-Curricular Activities

(Continued from page 60)

other activities may be desirable in varying combinations. Whatever the offerings, their success will be directly related to the local school situation, the needs of its pupils, and the abilities and loyalty of its faculty. Their continued success may require changes to reflect the growing educational effectiveness of the school.

*Fretwell, E. K.—"Extra-Curricular Activities: Two Guiding Principles." Junior-Senior High School Clearing House, IV:304-308. Jan. 1930.

Internes in Citizenship

(Continued from page 76)

It is the task of your generation to close this gap between technical efficiency and human happiness. I leave with you the challenge of Anatole France. I have confidence that you will meet these problems more intelligently, more responsibly, more cooperatively than we have done. The best hope for the future is to be found in the increasing opportunities for students to practice solving the problems of community living in school and the responsible way in which they have served their internship.

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Comedy Cues

The eight-year-old niece of a well-known club worker has the optimism of the family to which she belongs. When asked if she passed the examination in arithmetic, she answered cheerfully, "No, I did not, but I was the highest of those who failed."—*Harper's Magazine*.

You may pass this on to your high school students:

A freshman does not know, and knows that he does not know.

A sophomore does not know, but does not know that he does not know.

A junior knows, but does not know that he knows.

A senior knows, knows that he knows, and wants everybody else to know that he knows.—*Midland Schools*.

SPOOKS

Rain lashed the windows of the lonely old castle, and the wind howled mournfully as the timid guest was escorted to his room up under the eaves.

"Has—anything unusual ever happened in this room?" he asked hesitatingly of the very sinister-looking butler.

The butler grimaced. "Not for 40 years," he answered.

The guest heaved a sigh of relief. "What happened then?" he queried brightly.

The butler's green eyes glittered ominously. "A man who stayed here all night showed up in the morning!"

OUR LANGUAGE

A Frenchman was relating his experience of studying the English language. He said:

"When I first discovered that if I was quick, I was fast; that if I was tied I was fast; that if I spent too freely I was fast and not to eat was to fast, I was discouraged. But when I came across the sentence, 'The first one won one one dollar prize' I gave up trying learn the English language."

ALWAYS

Teacher: "Howard, what is raised in countries that have wet climates?"

Howard: "Umbrellas."—*The Tennessee Teacher*.

REAPING THE FRUIT

Teacher—Now, Bobbie, tell us when is the harvest season?

Bobbie—From November to March.

Teacher—Why, Bobbie, I am surprised that you should name such barren months. Who told you they were the harvest season?

Bobbie—Dad. He's a plumber.—*Los Angeles School Journal*.

The teacher turned on little Freddie. "Young man," she said, "I will have to keep you in after class again!"

"Okay!" replied the eight-year-old. "But I'll have you know that half the town says we're going steady!"—*Speed*.

PRACTICED DAILY

Padget: "So you were graduated from a barber college. What is your college yell?"

Gadget: "Cut his lip, cut his jaw, leave his face raw, raw, raw!"

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